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ABSTRACT

This document presents 106 abstracts of selected early childhood programs sponsored in 1997-1998 by the Office of Special Education and Rehabilitation Services (OSERS). Included are project grants administered by the Office of Special Education Programs within OSERS that focus on policies, programs, and practices related to young children with disabilities. These include all grants funded under the Early Education Program for Children with Disabilities (EEPCD), selected grants focusing on research issues, and selected grants focusing on issues in personnel preparation. The first section lists addresses of key state personnel who administer state programs under the Individuals with Disabilities Education Act presented alphabetically by state or governing jurisdiction. Next, the project abstracts are grouped under the following categories: demonstration projects, inservice training projects, outreach projects, research institutes, and technical assistance centers. These typically include contact information and a summary of the project's purpose, target population, approach, and expected outcomes. A third section lists grants awarded including research grants and personnel preparation grants. Indexes provide access to project abstracts by program category and competition type, and by state or jurisdiction. (DB)

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1997–98 Directory of

Selected Early Childhood Programs

sponsored by
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Office of Special Education and Rehabilitative Services
U.S. Department of Education

produced by
NECTAS
National Early Childhood Technical Assistance System

EC 306756

1997–98 Directory of Selected Early Childhood Programs

NECTAS
National Early Childhood Technical Assistance System
Chapel Hill, North Carolina

The National Early Childhood Technical Assistance System (NECTAS)

is a collaborative system, coordinated by the
Frank Porter Graham Child Development Center
of the
University of North Carolina at Chapel Hill

with

Federation for Children with Special Needs
Georgetown University Child Development Center
Center on Disability Studies, University of Hawai'i at Manoa
National Association of State Directors of Special Education (NASDSE)
ZERO TO THREE: National Center for Infants, Toddlers and Families

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Current contact information for the EEPCD projects and for state Programs for Infants and Todlers with Disabilities and state Preschool Grants Programs is available at the NECTAS site on the World Wide Web.
This directory is produced and distributed by the National Early Childhood Technical Assistance System (NECTAS), pursuant to cooperative agreement H024A60001-96 from the Office of Special Education Programs, U.S. Department of Education. Contractors undertaking projects under government sponsorship are encouraged to express their judgment in professional and technical matters. Opinions expressed do not necessarily represent the Department of Education's position or policy.

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Preface and User's Guide

Preface

This document, produced for the U.S. Department of Education by the National Early Childhood Technical Assistance System (NECTAS), is a directory of selected early childhood programs sponsored in 1997–98 by the Office of Special Education and Rehabilitative Services (OSERS). Included are project grants administered by the Office of Special Education Programs (OSEP) in OSERS that focus on policies, programs, and practices related to young children with disabilities. These include all grants funded under the Early Education Program for Children with Disabilities (EEPCD), selected grants focusing on research issues (Research Grants), and selected grants focusing on issues in personnel preparation (Personnel Preparation Grants). The Directory also lists key state personnel who administer state programs under the Individuals with Disabilities Education Act (IDEA): the Preschool Grants Program (Part B–Section 619) of IDEA; and the Early Intervention Program for Infants and Toddlers with Disabilities (Part C of IDEA); and, chairs of the state Interagency Coordinating Councils (ICCs).

The information contained in this document represents information for the year 1997–98. Project abstracts for EEPCD projects were derived from project proposals, direct contact with the project, and, for continuing projects, the previous year's project abstract. Project listings for the Research Grants and Personnel Preparation Grants were developed using information provided by OSEP, information posted on GTE.Net, and the web site of the Council for Exceptional Children and, in some cases, information provided by the projects.

The *1997–98 Directory of Selected Early Childhood Programs* is produced by NECTAS under its 3-year cooperative agreement with the U.S. Department of Education. The purpose of the annual directory is to provide broad-based information on federal and state activities in early childhood and related services under IDEA for use by persons directly or indirectly involved in these efforts. Families may use this document to locate programs that are appropriate for their child's needs. Service providers may find the document useful in networking or collaborating with other professionals. Lawmakers, administrators, and policy makers may use this document as a partial overview of the national network of activities sponsored by OSERS.

OSERS and NECTAS hope that the *Directory* will stimulate further interest in the special needs of children who have or are at risk for developing disabilities and their families, and will encourage greater national, state, and local collaboration in meeting these needs.

User's Guide

The *1997–98 Directory* provides descriptions of selected OSEP projects and their primary activities, and information to assist readers in contacting these projects. Within this document, project addresses, which are included with each project listing, are listed a second time in the front directory section. This structure provides readers with a quick overview of projects active within a given state.

The *Directory* is organized into five sections: Introduction; Directory; EEPCD Project Abstracts; Research Grants and Personnel Preparation Grants Listings; and Indexes to Projects, one by program category, and one by state or jurisdiction.

The **Introduction** provides an overview of OSERS-sponsored early childhood programs and a brief discussion of the implications of IDEA for federal and state efforts in planning and implementing early childhood special education and related services.

The **Directory** section provides a state-by-state listing of state personnel administering Part B-Section 619 and Part C programs, ICC chairs, and EEPCD, Research Grants, and Personnel Preparation Grants for the 50 states, the District of Columbia, the Bureau of Indian Affairs, and 8 outlying jurisdictions (American Samoa, Federated States of Micronesia, Guam, Republic of the Marshall Islands, Northern Mariana Islands, Republic of Palau, Puerto Rico, and the Virgin Islands). These listings include a contact person's name, address, telephone number, and, when available, fax number, e-mail address, and address (URL) for a World Wide Web site.

The directory section is organized alphabetically by state or jurisdiction. Each state page in the directory section is arranged in columns, as follows:

- *Left column:* State personnel (Section 619 coordinator, Part C coordinator, chairs of state ICC).
- *Center column:* EEPCD projects (when necessary, these extend to additional columns). EEPCD project listings are subdivided into five categories: demonstration, inservice training, outreach, research institute, and technical assistance.
- *Right column:* Research Grants and Personnel Preparation Grants (where EEPCD listings extend to additional columns, these listings may begin on or extend to another page or column).

The **EEPCD Project Abstracts** section provides one-column descriptions of each EEPCD project and, at the end of the section, an index of descriptors of all EEPCD projects. Project abstracts are organized alphabetically by competition type. Within each competition category, project abstracts are presented alphabetically by state and, within state, by project title. Abstracts include the project title, competition category, grant number followed by funding period in parentheses, and fiscal agency. Years enclosed in brackets following project funding period indicate a period of additional funding which has been granted to successful projects or for which successful projects may apply. Contact information for the project is provided and includes the project director's or principal investigator's name, address, telephone number, and, where available and as space permits, fax number, e-mail address, and address (URL) for a World Wide Web site.

The Index of Descriptors of EEPCD Projects consists of a listing of descriptors in three main categories: Children and Families; Project's Innovation, Training Content, or Research Focus; and Personnel Targeted for Training. Within each main category, the following subcategories organize 100 descriptors of the EEPCD projects:

- *Children and Families:*
  - Age
  - Disabling condition
  - Ethnically or linguistically diverse group
  - Family members or needs
- *Project's Innovation, Training Content, or Research Focus:*
  - Content or intervention
  - Personnel development approaches
- *Personnel Targeted for Training:*
  - Personnel types
  - Service settings

The **Research Grants and Personnel Preparation Grants Listings** section organizes project listings within these two categories by competition type. Within each competition category, project listings are presented alphabetically by state and, within state, by project title. Project listings include the project title, competition category, grant number followed by funding period in parentheses, and contact information for the project director(s) or principal investigator(s).

Within the EEPCD Project Abstracts and the Research Grant and Personnel Preparation Grant Listings sections, pages are organized for the reader with a running header that indicates the competition category.

The **Indexes** provide page references to project abstracts and listings. Index A arranges projects by program category and competition type. Within these categories, projects are listed alphabetically by project title. Index B offers a guide to project abstracts by state, with projects listed by program category and project title within each state.

Page references presented in the indexes give the page number of the abstract followed by its placement on the page (A = left column; B = right column) and its sequence in the column (1, 2, 3, etc.).

Introduction

The Office of Special Education and Rehabilitative Services (OSERS) in the U.S. Department of Education administers a variety of programs related to improving the quality and quantity of services to young children with special needs and their families. The *1997–98 Directory* includes information about selected early childhood projects sponsored by OSERS and administered by the Office of Special Education Programs (OSEP). The *Directory* also lists key state personnel who are responsible for administering two state initiatives for children with disabilities and their families under Public Law (P.L.) 102-119: the Preschool Grants Program (referred to as Part B-Section 619) and the Program for Infants and Toddlers with Disabilities (referred to as Part C) including chairpersons of the state Interagency Coordinating Councils (ICCs). Descriptions of these programs follow.

OFFICE OF SPECIAL EDUCATION PROGRAMS

In 1991, through P.L. 102-119, Congress approved amendments to the Individuals with Disabilities Education Act (IDEA), formerly the Education of the Handicapped Act (EHA), which reauthorized existing discretionary programs and federal and state efforts in early childhood special education and related services. This legislation reflects a greater emphasis on personnel training in special education and on technical assistance and dissemination efforts.

Please note that provisions of the Amendments to IDEA of 1997 have changed the administrative organization of the grant programs described in this Directory. *However, because these new provisions did not affect the projects described in this Directory, these changes are not reflected in this edition.*

State Initiatives

State grant programs were introduced in 1976 by the former U.S. Office of Education, beginning with the State Implementation Grant (SIG) program, which was designed to help state educational agencies plan for the development and expansion of early intervention services for children with disabilities. In 1984, P.L. 98-199 instituted the State Plan Grant program, which provided funds to state educational agencies or other appropriate state agencies for planning, developing, and implementing a comprehensive service delivery system for the provision of special education and related services to young children, birth through age 5, with disabilities.

The passage of P.L. 99-457 in 1986 changed both the scope and extent of services to young children with disabilities. Under Section 619 of Part B, services for preschool children, ages 3 through 5, were expanded. Part C introduced a new state formula grant program to assist states in developing early intervention services for infants and toddlers, birth through age 2. These programs have been reauthorized and extended by P.L. 101-476, P.L. 102-119, and P.L. 105-17.

Preschool Grants Program (Part B-Section 619). The Preschool Grants program is a state formula grant program authorized under IDEA to encourage state and local educational agencies to expand special education and related services for preschool children with disabilities, ages 3 through 5. The formula grant to a state is based on the number of identified children with disabilities, ages 3 through 5, who receive special education and related services. For Fiscal Years (FY) 1987, 1988, and 1989,* states also received bonus funds based on the estimated number of additional preschool children with disabilities who were served in

* Fiscal year 1987, 1988, and 1989 funds apply to school years 1986-87, 1987-88, and 1988-89, respectively.

the state. Beginning in FY 1988 and thereafter, states must allocate at least 75% of the grant to local educational agencies and/or intermediate educational units for serving preschool children with disabilities. The state may retain up to 20% of the grant for planning and developing a comprehensive statewide service delivery system and for providing direct and support services to preschoolers, ages 3 through 5, and, at the state's discretion, to provide a free appropriate public education to 2-year-old children with disabilities who will reach age 3 during the school year. The state may use 5% of the grant for administrative expenses. Beginning with the 1991–92 school year, all states are required to provide a free appropriate public education to all eligible preschool-age children with disabilities. *(Please note that the federal funding formula and state allocation requirements are modified by the Amendments to IDEA of 1997.)*

Program for Infants and Toddlers with Disabilities (Part C). The Program for Infants and Toddlers with Disabilities is a formula grant program authorized by IDEA. The program is designed to assist states in planning, developing, and implementing coordinated, comprehensive, multidisciplinary, interagency statewide systems of early intervention services for infants and toddlers with disabilities, birth through age 2, and their families.

In states electing to participate in this program, the governor must appoint a lead agency and designate an Interagency Coordinating Council. Activities during the initial years of participation were designed to build a statewide system of early intervention services that includes the 16 components defined by statute. These components are (a) definition of developmental delay; (b) timetable for ensuring appropriate services to all eligible children; (c) timely and comprehensive multidisciplinary evaluation of needs of children and family-directed identification of the needs of each family; (d) individualized family service plan and service coordination; (e) comprehensive child find and referral system (f) public awareness program; (g) central directory of services, resources, and research and demonstration projects; (h) comprehensive system of personnel development; (i) policies and procedures for personnel standards; (j) single line of authority in a lead agency designated or established by the governor; (k) policy pertaining to contracting or making arrangements for services; (l) procedure for securing timely reimbursement of funds; (m) procedural safeguards; (n) system for compiling data on the early intervention system; (o) state interagency coordinating council; and (p) policies and procedures to ensure that to the maximum extent appropriate, early intervention services are provided in natural environments.

Funding for the Part C program is based upon census figures for the number of infants and toddlers in the general population. Allocations for each state are derived from this figure, with the stipulation that no state will receive less than .5% of the funds available, or $500,000, whichever is greater. Allocations are prescribed for other governing jurisdictions (American Samoa, District of Columbia, Guam, Northern Mariana Islands, Republic of Palau, Puerto Rico, and the Virgin Islands), and for American Indian tribes or tribal organizations through the Department of the Interior. Under Part C, Federated States of Micronesia and Republic of the Marshall Islands are not eligible applicants.

Early Education Program for Children With Disabilities (EEPCD)

The Handicapped Children's Early Education Program (HCEEP) — renamed the Early Education Program for Children with Disabilities (EEPCD) in 1990 — was established in 1968 with a mandate to set up model demonstration projects for the delivery of special education and related services to young children with disabilities, from birth through the third grade. In the congressional hearings that led to passage of the legislation establishing HCEEP, three major needs were identified for early intervention programs: (a) locally designed ways to serve infants, young children, and their families; (b) more specific information on effective programs and techniques; and (c) distribution of visible, replicable models throughout the country.

Two major assumptions underlie this program. First, only through early intervention with tested and successful program models can the highest quality services be provided for children with disabilities. Second, the program should provide models of services rather than be a direct service delivery program. HCEEP was intended to provide an opportunity for any public or private nonprofit organization to develop and demonstrate high-quality services for a selected group of children and their families. It also was intended to provide an opportunity to demonstrate the effectiveness of locally designed approaches and disseminate those ideas across the nation to other agencies that might choose to use the model rather than develop their own program.

Activities during the past 26 years have been multifaceted. HCEEP began with 24 demonstration projects in 1968 and was extended in 1972 to include outreach projects that would disseminate proven procedures and models, or components of models. Research institutes were added in 1977 to develop and analyze new information about early intervention and methods for enhancing services. During the 1980s experimental projects, inservice training projects, research projects on early childhood program features, and information management projects were added.

Although wide geographic distribution of these projects has been emphasized throughout the program's existence, cohesiveness has been maintained through a growing emphasis on interagency and interproject networking. This cooperative approach, facilitated by national technical assistance, has fostered a cohesive national program and has helped to develop knowledge and expertise in early childhood special education. To help projects and states achieve their objectives in early childhood services, HCEEP has funded technical assistance since 1971, through the Technical Assistance Development System (TADS), the Western States Technical Assistance Resource (WESTAR), the State Technical Assistance Resource Team (START), and, currently, the National Early Childhood Technical Assistance System (NECTAS).

The passage of P.L. 99-457 and subsequent amendments to IDEA (P.L. 101-476 and P.L. 102-119) has had a significant impact upon HCEEP activities, one of which is the change in the program's name to the Early Education Program for Children with Disabilities (EEPCD). Through the 1997-98 funding period, the program placed increased emphasis on providing support to states in the development of comprehensive services for infants and toddlers with disabilities, birth through ages 2, and their families, and in the expansion of services for children with disabilities, ages 3 through 5, and their families. EEPCD grantees are encouraged to coordinate their project activities with the state agency personnel responsible for administering these programs. This discretionary program is significantly changed by the Amendments to IDEA 1997, and EEPCD will no longer be a unique, free-standing program.

For the year 1997-98, EEPCD supported 106 projects, including 39 demonstration projects, 10 inservice training projects, 51 outreach projects, 5 research institutes, and 1 national technical assistance center.

Demonstration Projects. Model demonstration projects are funded for 3 years and, projects initially funded before 1996 have had the option to apply for and receive an additional 2 years of funding. Demonstration projects address a range of topics, including developmentally appropriate practices; increasing and improving child care options for children with disabilities; early intervention services for very young children with autism; assistive and interactive technologies; inclusion of children with disabilities in community settings; building language and literacy skills during early childhood; family-centered care in newborn intensive care units; and transitioning young, culturally diverse children with disabilities into general education settings. Projects are sponsored by private, nonprofit agencies and organizations; local schools; universities; and state education agencies. Among the 39 projects funded during 1997-98, 5 are in their fifth and final year of funding, 8 are in their fourth year of funding, 8 are in

their third year of funding, 8 are in their second year of funding, and 10 are in their first year of funding.

Inservice Training Projects. Projects in this priority area are developing and evaluating inservice training models that will prepare professionals and paraprofessionals to provide, coordinate, or enhance early intervention, special education, and related services for infants and toddlers with disabilities and/or for preschool children with disabilities. Inservice training projects are funded for 3 years. During 1997–98, no new projects have been funded and 10 inservice training projects continue to receive funding. These 10 projects are in their third and final year of funding.

Outreach Projects. The outreach component has two goals. First, to promote and increase high-quality services to preschool children with disabilities, birth through age 8, and their families; and second, to stimulate replication of innovative models, many of which were developed and refined during EEPCD (formerly HCEEP) demonstration project funding. Outreach projects engage in awareness activities; stimulation of model replication sites; training of professionals, paraprofessionals, and parents; promotion of state involvement; product development and dissemination; and consultative activities. Originally, only HCEEP demonstration projects were eligible to apply for outreach funding, but with the passage of P.L. 98-199, eligibility was extended to other programs with similarly documented capabilities. In 1988, the funding period for outreach projects was expanded from 1 to 3 years.

Outreach efforts have contributed significantly to networking effective programs for young children, to providing improved training and services, and to building continuity and interagency/interstate collaborations. Some projects have incorporated the use of new technologies, such as video- or computer-based instruction, while others have emphasized specific disability areas, such as sensory impairments or learning disabilities. Several projects have served as resources to state education agencies and other state agencies in their efforts to expand or improve services for infants and preschool children.

All of the 51 projects receiving funding during 1997–98 have a multistate or national focus and are funded for 3 years. Of these, 17 projects are in their last year of funding, 18 are in their second year of funding, and 16 are in their first year of funding.

Research Institutes. The early childhood research institutes began in 1977 as a joint effort between HCEEP and OSEP's Research Projects section. Their goal was to discover and disseminate information that could be used to improve services and programs for young children with disabilities and their families. Since the program began, OSEP has supported 14 institutes in such varied research efforts as assessing family intervention issues, exploring the relationship between environmental characteristics and child development, and assessing the cost and effectiveness of using parents and paraprofessionals to deliver intervention services.

During 1997–98, five research institutes are funded. These institutes address providing services to young children with disabilities that are culturally and linguistically appropriate; measuring growth and development, increasing learning opportunities for children through families; the adoption of successful early intervention practices in children's early elementary education in order to improve the education of children with disabilities; and increasing learning opportunities for children through families.

Technical Assistance Center. The National Early Childhood Technical Assistance System (NECTAS), established in 1987 under P.L. 99-457, and refunded under IDEA in 1991 and in 1996, brings together individuals and organizations which represent diverse disciplines and parent perspectives to address the infant, toddler, and preschool provisions of IDEA. The system is comprised of six organizations: the Frank Porter Graham Child Development Center at the

University of North Carolina, Chapel Hill (the system's prime contractor and coordinating office); Federation for Children with Special Needs; Georgetown University Child Development Center; Hawai'i Center on Disability Studies; National Association of State Directors of Special Education (NASDSE); and ZERO TO THREE: National Center for Infants, Toddlers and Families.

NECTAS, with assistance from an advisory board and consultants, offers technical assistance and support services to states and other governing jurisdictions and EEPCD projects. Support services also are offered to the Federal Interagency Coordinating Council (FICC). NECTAS is committed to seven goals:

- To assist states in accomplishing their goals and activities for providing services through their Part C Program and their Part B-Section 619 Program of IDEA;
- To assist OSEP-sponsored early childhood discretionary projects in accomplishing their goals and activities for demonstration, inservice, and outreach programs related to IDEA;
- To identify emerging early intervention and preschool service system issues and potential solutions;
- To share across client groups the solutions and successful strategies and practices developed by one another;
- To promote the utilization of state-of-the-art research and practice;
- To promote collaboration across federal agencies and programs, states, and other organizations and programs that impact client programs; and
- To contribute to the understanding and provision of efficient, effective, and high-quality TA.

Technical assistance is an ongoing, systematic, and nonevaluative process that uses a variety of strategies to help clients accomplish targeted goals. The technical assistance approach designed by NECTAS addresses the unique needs of each state and jurisdiction, as well as states' collective needs. NECTAS has conducted needs assessments and planning meetings for the 50 states, the District of Columbia, the Bureau of Indian Affairs, and eight other jurisdictions (American Samoa, Federal States of Micronesia, Guam, the Northern Mariana Islands, Palau, Puerto Rico, the Republic of the Marshall Islands, and the Virgin Islands). Topical areas identified by Part C grantees for technical assistance include finance, interagency issues, procedural safeguards, personnel, data collection, monitoring, child identification (including eligibility), guidelines to services for specific populations such as children with autism, and service delivery in rural and in urban communities. Topical areas identified by Section 619 grantees for technical assistance include program standards and monitoring, least restrictive environment and inclusion, personnel, finance, interagency agreements, child identification, legislation, and transition. Topical areas identified by EEPCD projects for technical assistance include program evaluation, model development, dissemination, and project management. Technical assistance is provided to address these identified needs, as well as other relevant areas, such as multicultural and health issues.

Services available to states and jurisdictions and EEPCD projects include annual meetings, needs assessments, individualized technical assistance and consultations, topical meetings and workshops, topical teleconferences and videoconferences, electronic topical discussion forums, ongoing listserv communication, telephone consultation, information published through print and electronic media, information and referral, and networking with other professionals and organizations.

NECTAS also provides limited services — including resource referral, selected publications in print and electronic formats, and news and information through electronic bulletin boards on Education Administration Online and GTE EdLink — to other technical assistance organizations, resource centers, policy groups, associations of service providers, advocacy groups, and parent groups involved in developing comprehensive services for young children with special needs and their families.

Research Grants

For many years, individual research projects related to young children with disabilities have been supported in OSEP through the Research in Education of Individuals with Disabilities Program, through the Field-Initiated Research competition, the Student-Initiated Research competition, and other special competitions. The purpose of the program is to support research and related activities designed to increase knowledge and understanding of disabling conditions and of teaching, learning, and education-related developmental practices and services for infants, toddlers, children, and youth with disabilities.

Among the research projects funded by OSEP during 1997-98 are the following 86 projects focusing on early childhood issues: 29 field-initiated research projects; 14 technology in education projects; 10 projects on school-linked services to support better outcomes for children with disabilities; 10 student-initiated research grants; 5 projects on policy and program evaluation; 5 projects on preventing the development of serious emotional disturbance among children and youth with emotional and behavioral problems; 5 projects on special studies programs; 5 initial career award projects; 2 projects on advancing and improving research knowledge base; and 1 project on the prevention of reading difficulties in young children.

Personnel Preparation Grants

The Training Personnel for the Education of Individuals with Disabilities Program under IDEA assists colleges, universities, state and local agencies, and nonprofit organizations in developing personnel preparation programs to improve the quality and increase the quantity of special educators and related services personnel.

In September 1984, OSEP announced the availability of funds for a newly established priority: preparing special education and related services personnel to work with infants and toddlers with disabilities or at risk for developmental delay.

Projects supported under this priority are intended to prepare personnel to work in programs characterized by strong interaction of the medical, educational, and related service communities, and by involvement of the primary caregivers for these children. In almost all of these projects, departments within universities collaborate in the program, and, in several cases, the training institutions cooperate with medical facilities, local education or health agencies, or state education agencies.

The *1997–98 Directory* includes information on 234 grants addressing various aspects of the preparation of early intervention and early childhood personnel that are funded by OSEP: 76 parent training and information grants (including a technical assistance center for these grants), 40 grants to prepare personnel to serve infants and toddlers, 29 preservice personnel training grants, 24 grants related to low-incidence conditions, 20 grants to prepare leadership personnel, 16 projects in minority institutions, 15 special projects, 8 grants to prepare special educators, 5 grants to prepare related services personnel, and 1 grant to a state education agency. Most of these projects provide training leading to a master's or doctoral degree, although some provide training at the undergraduate or associate degree level; many provide training at the paraprofessional level and may lead to certification. Some programs are discipline or disability specific, but most are interdisciplinary, have a strong family focus, and emphasize field experience.

Directory of Addresses of Key Personnel and Projects

(Alphabetically by state or governing jurisdiction)

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ALASKA

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Eileen Cummings, Early Intervention Committee Chair of ICC
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Southwest Human Development
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Research Grant

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Investigation of Sequence of Reciprocal Interactions Within Behavioral Episodes of Problem Behavior
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Fax: 602-965-4942
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Personnel Preparation Grants

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Interprofessional Training Opportunities for Participants on Early Intervention Teams
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Post Doctoral Training in Early Childhood Language: Applied Research and Applications to Practice
Department of Speech and Hearing
Arizona State University
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(602) 965-9394
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Shirin Antia, Project Director
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continued

Personnel Preparation Grants, *continued*

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Research Grants

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continued

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Chair, Interagency Coordinating Council

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STORIES: Stories Told by Young Children with Disabilities, Observed and Fostered by Recipients in Inclusive Settings, as the Basis for a Model Program Promoting Early Literacy Skills That Are Culturally Sensitive
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Research Grants, *continued*

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Preventing Early Reading Failure by Enhancing Classroom Technologies: An Analysis of Peer-Assisted Learning Strategies, Computer Assisted Instruction and Continuous Progress Monitoring in Primary General Education Classrooms
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Inservice Training Grant That Develops, Delivers, Evaluates, and Disseminates an Inservice Training Model for Teams of Collaborating Public School and Head Start Preschool Teachers
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PIWI Outreach: Facilitating Development Through Parent-Infant Play Groups
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Newly Implemented Highway for Training Teachers in ECSE Across Three Iowa Regent Institutions
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Jeanie Schiefelbusch, Project Coordinator
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Research Grants

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Longitudinal Assessment of Emerging Behavior State Patterns Among Infants and Children With Severe and Profound Disabilities
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continued

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The Influence of Real-Time Frequency Transposition on the Develoment and Refinement of Skills of Articulation in Severely and Profoundly Hearing- Impaired Children
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continued

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REPUBLIC OF THE MARSHALL ISLANDS (MH)

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Infant/Toddler (Part C) Contact

Not Eligible to Participate

Chair, Interagency Coordinating Council

Not Eligible to Participate

MARYLAND

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Monica Vacca, Prevention Specialist
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Division of Special Education
State Department of Education
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Fax: 410-706-0835

Research Institute

Paula Beckman, Co-Investigator
Early Childhood Research Institute on
Inclusion
Department of Special Education
University of Maryland
1308 Benjamin Boulevard
College Park, MD 20742
(301) 405-6513
Fax: 301-314-9158
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Research Grants

Lynn Halverson, Project Director
A National Perspective on Special
Educators' Use of Technology to
Promote Literacy
Macro International
11785 Beltsville Drive
Calverton, MD 20705
(301) 572-0477
Fax: 301- 572-0999
E-mail: halverson@macroint.com

Steve Graham, Project Director
A Comparison of the Effects of
Proleptic Versus Direct Strategy
Instruction on the Composition Skills
of Students With Learning
Disabilities
Research Administration and
Advancement
University of Maryland at College
Park
Lee Building, Room 2100
College Park, MD 20742-5141
(301) 405-6493
Fax: 301-314-9158
E-mail: sg23@umail.umd.edu

Nathan Fox, Project Director
Linkages to Learning: An Integrated
Multi-Agency, School-Based Program
for the Delivery of Health, Mental
Health, and Social Services to
Students and Their Families
University of Maryland
Lee Building, Room 2100
College Park, MD 20742-5141
(301) 405-2816
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Margaret King-Sears, Project Director
Self-Management Toward
Independence for Students With
Disabilities
Johns Hopkins University
9601 Medical Center Drive
Rockville, MD 20850
(301) 254-7040

Marsha Brauen, Project Director
Technical Assistance in Data Analysis,
Evaluation, and Report Preparation
WESTAT
1650 Research Boulevard
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Fax: 301-251-4475
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continued

Personnel Preparation Grants

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Hopkins Mentor Program: Early Intervention and Early Childhood Special Education Personnel Preparation
School of Continuing Studies
Johns Hopkins University
3400 North Charles Street - Whitehead
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(410) 290-8273
Fax: 410-290-0467
E-mail: jmtaylor@ghu.edu

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Partnership for Preparation of Early Intervention/Preschool Special Education Specialists
Johns Hopkins University
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Fax: 410-290-0467
E-mail: jmtaylor@ghu.edu

Paula Beckman, Project Director
Master's Program in Early Childhood Special Education
Department of Special Education
University of Maryland
Room 2100 Lee Building
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(301) 405-6492

Josie Thomas, Project Director
Parents Place of Maryland Incorporated
7257 Parkway Drive, Suite 210
Hanover, MD 21076-1306
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E-mail: parplace@aol.com
URL: http://www.somerset.net/ParentsPlace/

Dawn Ellis, Project Director
Project MEET—Innovative Models and Effective Educational Tools to Prepare Personnel to Serve Children With Severe Communication and Multiple Disabilities
Professional Practices Department
American Speech Language Hearing Association
10801 Rockville Pike
Rockville, MD 20852
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MASSACHUSETTS

3-5 (Section 619) Contact

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Early Intervention Services
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Newton, MA 02158
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E-mail: pprintz@edc.org

EEPCD Demonstration Projects

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Karen Sheaffer, Project Supervisor
Project Child Care 2000— Enhanced Child Care Resource and Referral Services for Children With Low Incidence Disabilities
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EEPCD Inservice Projects

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Glenn Gabbard, Project Coordinator
ICC Parent Training and Technical Assistance Project
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EEPCD Outreach Projects

Heidelise Als, Project Director
Earliest Intervention: Setting the Stage for Success
Enders Pediatric Research Labs
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Research Grants

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E-mail: fcsninfo@fcsn.org
URL: http://www.fcsn.org/

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The Forgotten Newborn: Individualized, Family-Focused Development Care for the Medically Low-Risk Preterm Infant
Children's Hospital Corporation
300 Longwood Avenue
Boston, MA 02115
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Debra Hart and William Kiernan, Project Co-Directors
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Institute for Community Inclusion
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The Influence of Teacher Characteristics on the Academic Performance and Behavioral Adjustment of Students With Attention Deficit Hyperactivity Disorder
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Research Grants, *continued*

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David Rose, Project Director
Beyond Assistive Technology: Policy, Curriculum and Technology for Inclusion
CAST, Incorporated
39 Cross Street
Peabody, MA 01960
(978) 531-8555
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E-mail: drose@cast.org

Personnel Preparation Grants

Barry Prizant, Project Director
Training of Speech-Language Pathologists: Young Children of Diverse Cultural Backgrounds Who Are Living in Poverty
100 Beacon Street
Emerson College
Boston, MA 02116
(617) 824-8500 or 8308

Allison Gottlieb, Project Director
Interdisciplinary Training in Special Needs: A Multicultural Emphasis
Eunice Kennedy Shriver Center
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Waltham, MA 02254
(781) 642-0237
Fax: 781-642-0238

MICHIGAN

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Livingston County CMH Services
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Research Grant

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The Development and Evaluation of an Early Intervention Program for Non-Readers and Non-Writers
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Personnel Preparation Grants

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Lansing, MI 48917-2303
(517) 886-9167 (voice/TDD/TDY)
(800) 221-9105 (MI only)
Fax: 517-886-9775
E-mail: info-cause@voyager.net
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EEPCD Demonstration Project

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Building Inclusion in the Early Childhood Classroom Through the Use of Cultural Sensitivity and the Use of Assistive Technology
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EEPCD Outreach Projects

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Linda Kjerland, Project Director
Project Dakota Outreach to Disseminate and Replicate Family Centered, Community Based Early Intervention Practices Lifeworks
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Research Institute

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Research Grants

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continued

Research Grants, *continued*

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Expanding Behavioral Momentum: Linking High-Probability Requests and Peer Interactions to Promote Skills Acquisition and Generalization In Young Children With Severe Disabilities
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Fax: 612-625-6619
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Joe Reichle, Project Director
Training Leadership Personnel to Address the Needs of Preschoolers Who Engage in Challenging Behavior
University of Minnesota
Department of Communication Disorders
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Fax: 612-624-7586
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Personnel Preparation Grants

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(612) 827-2966
(800) 537-2237 (MN only)
612-827-7770 (TTY)
Fax: 612-827-3065
E-mail: pacer@pacer.org
URL: http://www.pacer.org/

Paula Goldberg and Sharaman Davis Barrett, Project Co-Directors
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Louis Aldridge, Co-Chair (parent)
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(601) 842-3569

EEPCD Outreach Project

Stella Fair, Project Director
Project COACH Outreach:
Transdisciplinary Consultation/Coaching Training for Building Infant/Toddler Teams and Linking to Part B to Promote Services to Natural Environments
Institute for Disability Studies
University of Southern Mississippi
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Hattiesburg, MS 39406-5163
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Greenville, MS 38701
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Fax: 601-332-1622

Royal Walker, Project Director
Interdisciplinary Personnel Leadership Training Program for Policy Development and Implementation
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Personnel Preparation Grants

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Carolyn Stewart, Project Director
Parent Education and Advocacy Resource
Missouri Parents Act (MPACT)
1 West Armour, #301
Kansas City, MO 64111
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Fax: 816-531-4777
E-mail: mpactcs@coop.crn.org

Lynda Campbell, Project Director
Preservice Training of M.A.-Level Speech-Language Pathologists to Provide Appropriate Services to Minority Infants, Toddlers, and Their Families
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PO Box 4210
Helena, MT 59604-4210
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EEPCD Demonstration Project

Lisbeth Vincent, Project Director
Richard van den Pol, Principal Investigator
Building Language and Literacy Skills During the Early Childhood Years: Preparing Children with Disabilities for Success in Early Elementary School
Division of Educational Research and Service
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EEPCD Inservice Project

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EEPCD Outreach Projects

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Sandra L. Morris, Project Director
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Sue Forest, Project Director
Rural Family Support Specialist Training Program in Early Intervention
University Affiliated Rural Institute on Disabilities, UMT
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Second Generation Research in Early Intervention: Long-Term Outcomes in Children and Their Families
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Personnel Preparation Grants

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Supporting Change and Reform in Interprofessional Preservice Training—An Innovative Inservice Model for Faciliating Preservice Improvements
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Personnel Preparation Grants

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852-9436 (TTY)
(800) 245-5840 (ND only)
Fax: 701-838-9324
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EEPCD Demonstration Projects

Gerald Mahoney, Project Director
Developmentally Appropriate
Practices for Preschool Children
With Disabilities
Family Child Learning Center
Children's Hospital Medical Center of
Akron
143 Northwest Avenue, Building A
Tallmadge, OH 44278
(330) 633-2055
Fax: 330-633-2658
E-mail: gmahoney@kent.edu

Gerald Mahoney, Project Director
Using Innovative Technologies With
Children With Disabilities in
Developmentally Appropriate
Practice Preschool Programs
Family Child Learning Center
Children's Hospital Medical Center of
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EEPCD Inservice Project

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and
William McInerney,
Project Co-Director
Training for Child Care Personnel
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EEPCD Outreach Project

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Jodie Fisher, Project Coordinator
COACT Team Training Outreach
Department of Mental Retardation and
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Research Grant

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Television Literacy: Comprehension of
Program Content Using Closed
Captions for the Deaf
Research Foundation
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Personnel Preparation Grants

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Preparing Speech Pathologists to
Support Preschool Children With
Communication Disorders In Their
Transition to School: Kindergarten
to Preschool
Special Education Program
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Cincinnati, OH 45221-0002
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Fax: 513-556-1581

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continued

Personnel Preparation Grants, *continued*

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Community-Based Interdisciplinary Team Training of Special Educators, Speech-Language Pathologists and Audiologists for Early Intervention and Preschool Roles
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Carol Toncar, Project Director
Graduate Training in Services for Infants and Toddlers Who Are Deaf or Hard-of-Hearing and Their Families
Department of Education Foundation and Special Services
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Kent, OH 44242-0001
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Philip Safford, Project Director
Interdisciplinary Training for Leadership in Serving Infants, Toddlers, and Preschoolers With Disabilities
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Personnel Preparation Grants

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EEPCD Inservice Projects

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EEPCD Outreach Projects

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Creating Systems Change to Improve Services to Young Children With Disabilities: An Outreach Project
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Research Grants

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132 East Broadway, Suite 747
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Russell Gersten, Project Director
A Center to Study Sustainability (CSS) of Research-Based Interventions for Students With Learning Disabilities
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The Effects of Student Performance Feedback on the Reading Progress, Achievement, and Instructional Programs of Students At Risk for Learning Disabilities
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Personnel Preparation Grants

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Master's Degree Preparation in Adapted Physical Education, With a Distance Learning Component
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Fax: 503-737-4230
E-mail: mccubbij@ccmail.orst.edu

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Examining the Effects of Embedding Young Children's Goals and Objectives in Daily Activities
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Eugene, OR 97403-5219
(541) 346-2580
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Ruth Kaminski, Project Director
Improving Quality of Instruction for Students At Risk or Identified with Disabilities by Training School Psychologists in Instructional Consultation
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Special Education Advisory Council
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783-7213 (Cronin)
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EEPCD Demonstration Projects

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Doug Florey, Project Coordinator
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648-1770 (Florey)
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Interagency Planning and Support Project
Child and Family Studies Program
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URL: http://www.asri.edu/cfsp/

Research Grant

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Personnel Preparation Grants

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Janet Lonsdale, Project Director
Parents Union for Public Schools
311 South Juniper Street, Suite 200
Philadelphia, PA 19107
(215) 546-1166
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E-mail: ParentsU@aol.com

Kenneth Thurman, Project Director
Unified Preparation for Better Early Education Teachers (UPBEET)
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Interdisciplinary Preparation of Leadership Personnel in Early Intervention and Prevention of Developmental Disabilities
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Fax: 412- 624-7408
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continued

Personnel Preparation Grants, ***continued***

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Dona Bauman, Project Director
Training of Paraprofessionals to Work with Children Ages Birth to 5 and Their Families
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Department of Education
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Louise Thieme, Project Director
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(800) 441-5028 (Spanish in PA)
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Personnel Preparation Grants

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Personnel Preparation Grant

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Personnel Preparation Grants

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Research Grants

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Teaching Students With Significant Disabilities to Support Themselves: Promoting Inclusion Through Student Directed Learning Strategies
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EEPCD Project Abstracts

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Alaska's Autism Intensive Early Intervention Project

Demonstration Project
Grant No. H024B60061 (1996–99[99–01])
Fiscal Agency: University of Alaska at Anchorage

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Purpose: To develop a training and consultation system for long-distance delivery of a family-based early intervention program to serve children with autism in remote locations.

Target: Young children, ages birth to 8 years, with autism who live in remote locations.

Approach: The project trains home-based teams to work with young children with autism. A designated team leader is trained on specific competencies, such as working with the child and family and team management. Team members work with the child in pairs and critique each other's techniques. Every 4 months, a video assessment protocol is used to measure the child's expressive language, social play, and engagement in activities and with other people. The child consultant trains the team in collaborative skills. Each team member provides the child with 2 to 4 hours of direct instruction each day. The team leader completes weekly team summaries; logs child progress and teaching hours; and records behavioral data, team meeting minutes, and consultation requests. The transition phase involves the parents taking over as team leaders, decreasing treatment, and integration of more community and family activities into the child's day. The child consultant supports the family in taking over this responsibility, and the team members in changing strategies to accommodate natural situations for the child. Communication is maintained from a distance via comprehensive and exportable training manuals, monitoring and tracking by speaker phones, written reports, video assessments, and regular consulting with the team and family on the child's developmental progress.

Outcomes: This model will increase the availability of intensive, community-based, cost-effective early intervention services to children with autism in rural locations. Children will make developmental progress through interventions provided in their natural environment. Manuals and videos will assist in training volunteers and families thereby increasing the availability of appropriate services.

A Family-Centered NICU Model

Demonstration Project
Grant No. H024B50095 (1995–98[98–00])
(originally Grant No. H024B50017)
Fiscal Agency: University of California at Santa Barbara

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Purpose: To establish a model family-centered newborn intensive care unit (NICU) and to disseminate the model nationally.

Target: Infants in the NICU and their families.

Approach: The model will consist of the following components: (a) family partnership in governance; (b) parent-to-parent support; (c) family-centered staff training; (d) community linkage to local physicians, hospitals, and early intervention programs; (e) family-centered information systems; (f) partnerships in decision making; (g) family psychosocial supports; and (h) family-centered follow-up services. A steering committee consisting of parents, physicians, nurses, social workers, early childhood educators, and special educators will oversee the design and implementation of each model component. The planning process will incorporate best practice for the development of an Individualized Family Service Plan (IFSP) along with the elements of a transition plan and a formalized plan to aid the family in taking the child into the home, including scheduled visits to follow-up clinics. Support for families will include family support groups for parents and siblings; "rooming in" for parents before discharge; and videotapes of parents caring for the special needs of their infants. The model will include training sessions for NICU staff on the IFSP process to ensure that they understand the law, recommended planning practices, and implementation of plans.

Outcomes: The family-centered NICU model is expected to improve social and emotional outcomes for families served by the NICU and to improve developmental outcomes for infants. A randomized group comparison design will study the efficacy of the interventions on measures of infant development, parental emotional and psychological status, family needs, and social support. A follow-up study will evaluate the impact of these practices over time. A qualitative evaluation will describe the processes of implementing the model and the impact of model components that cannot be evaluated experimentally.

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Integrating Daily Activities/ENRICH

Demonstration Project
Grant No. H024B40059 (1994–97[97–99])
Fiscal Agency: University of Colorado Health Sciences Center

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Purpose: To develop an innovative model for assessment and intervention in natural settings based on functional goals integrated into the child and family's daily routines.

Target: Infants and toddlers who have low-incidence physical, sensory, or multiple disabilities, and their families.

Approach: A highly qualified team including a parent of a child with significant delays will develop, pilot, and disseminate a functionally oriented, outcome-based model for the delivery of early intervention services to infants and toddlers with significant disabilities. Assessment will be transdisciplinary and will focus on functioning related to routine daily activities that are deemed priorities by the child's family and day care setting. Intervention will be designed to fit into the family's and/or day care setting in a non-intrusive manner. Recommendations and assistance related to assistive technology will be incorporated.

Outcomes: Children will show progress in developmental and functional goals. Families will perceive themselves as more competent, contributing team members, and schedules will be more conducive to quality family time. Competence of Part C program staff in collaboration on interagency teams will increase. Part C services for children with low-incidence disabilities will reflect to a greater degree principles of family-centered, culturally competent, inclusive services. Print and video products will document the process and impact of this model.

Project Access: A Model for Capitated Early Intervention Transdisciplinary Habilitative Services

Demonstration Project
Grant No. H024B60042 (1996–99[99–01])
Fiscal Agency: University of Colorado

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Purpose: To develop and evaluate the costs and benefits of a capitated model for transdisciplinary, habilitative early intervention services and service coordination, which are family centered and consistent with the spirit and values of IDEA.

Target: Children in metropolitan Denver, ages birth to 5 years, who are Part C eligible and who receive early intervention services through Colorado Access (Medicaid HMO).

Approach: The proposed system will hold providers accountable for integrating their interventions across disciplines (i.e., physical, occupational, and speech therapies) and settings (home, school, and recreation) and around functional outcomes and health promotion. The transdisciplinary habilitation team will operate under a capitated rate. The team will have flexibility within that rate to design and implement services using instructional and consultative strategies. Colorado Access will contract with The Children's Hospital of Denver and the University Affiliated Program of the University of Colorado Health Sciences Center to provide rehabilitation and therapy services on a capitated basis.

Outcomes: Data will be provided on the quality and effectiveness of care, integration of services, child outcomes, family satisfaction, and costs under a capitated versus a fee-for-service model of early intervention services. Project products will include documentation of standards of care, quality assurance criteria for all program components, and documentation of the process for shifting focus to a capitated model.

Early Childhood Collaborative Service Delivery Model

Demonstration Project
Grant No. H024B30001 (1993–96[96–98])
Fiscal Agency: University of Connecticut Health Center, School of Medicine, Pediatrics

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Purpose: To develop, implement, and evaluate a model of collaborative early childhood services within an urban school district that is effective for families, children, staff, and administrators.

Target: Early childhood staff, related services staff, families, and policy makers involved with young children who have or are at risk for developing disabilities, particularly children who were prenatally exposed to alcohol or other drugs and young children from cultural, linguistic, and racial minority populations in Hartford, Connecticut, especially among the city's large Puerto Rican community.

Approach: This project encompasses three model components. The first component, family collaborations, focuses on adopting policies and practices that will increase the availability of family support services in the school district. The second component, service delivery collaborations, facilitates the adoption of service delivery practices, including transdisciplinary process, inclusive placements, social competency curriculum, and individual health care plans. Lastly, interagency collaborations are emphasized to assist in policy development in local and statewide planning. During the first project year, the model development process will be initiated with one district school. During years 2 and 3, the model will be replicated in all city schools with early childhood or special education classrooms. During years 4 and 5, the model will be available for replication throughout Connecticut and in other states.

Outcomes: During its first 3 years, the project will impact all 700 children enrolled in early childhood special education programs in Hartford Public Schools. The project also will benefit 840 children enrolled in the school district's early childhood readiness program, 1,000 children in Head Start, and 600 children in citywide day care. Administrators, service providers, and families will also benefit.

Developmental Access Through Primary Care: DAP Care Model

Demonstration Project
Grant No. H024B60010 (1996–99[99–01]
Fiscal Agency: Georgetown University Child Development Center

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Purpose: To develop a system for early identification and referral for children with disabilities that can be used by primary health care personnel.

Target: Young children, ages birth to 8 years, with disabilities; families who are Medicaid eligible and have young children with disabilities; and agencies and primary health care physicians who serve these children and their families.

Approach: A variety of training and technical assistance will be provided to community agencies, such as child care centers, Head Start programs, and elementary schools, that provide or could provide services to children enrolled in the project. Consultation will be provided regarding appropriate adaptations and interventions for children with a wide range of disabilities, directed first at the needs of individual children and second at building the agency's overall capacity to serve other young children with disabilities. The model includes four tiers: (a) family level, focusing the families' well-being and ability to meet the needs of their young children; (b) basic community level, focusing on the of informal supports and activities to meet the needs of young children; (c) intermediate support, focusing on enhancing skills and capacities of formal supports and activities; and (d) specialized services, focusing on linking families and their informal supports with needed specialized care. A needs assessment will identify informal and formal supports for children and families. A family advocacy component will facilitate use of family task forces.

Outcomes: The development of a system of early identification and referral for services that uses primary pediatrics will increase options to assure that all young children are screened for disabilities. The model will include a tracking and monitoring system to assure that children receive the services they need. Family well-being and ability to meet children's needs will be enhanced. Agencies will increase their capacity to meet children's needs via a continuum of services.

STORIES: Stories Told by Young Children With Disabilities, Observed and Fostered by Recipients in Inclusive Settings, as the Basis for a Model Program Promoting Early Literacy Skills That Are Culturally Sensitive

Demonstration Project
Grant No. H024B70072 (1997-01)
Fiscal Agency: Lt. Joseph P. Kennedy Institute

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Purpose: To translate sociolinguistic research on pre-narrative development into a rich, story-based program model that promotes language and early literacy skills.

Target: Children, ages birth to 3 years, at risk for or having disabilities.

Approach: Seven components include: (a) a model of intervention based on 12 stages of pre-narrative development; (b) developing observational skills of parents, caretakers, and staff within conversational exchanges: via in-service, individualized training modules, and extensive videotaping of day-to-day interactions; (c) enhancing the abilities of caretakers to listen and respond to elements of children's stories; (d) using "story journals" to test extending the focus on stories in the day care setting to the home environment and vice versa; (e) developing and testing the model in inclusive settings; (f) enhancing the developmental link between linguistics and early pre-emergent literacy as the basis for model activities; and (g) relating oral storytelling traditions in different cultures to assure the model's efficacy for children and families in different cultures.

Outcomes: STORIES will demonstrate impacts on child language from birth to age 3, caregiver and family communicative interactions, observational methods to assess pre-narrative language in children with disabilities, and early literacy skills in inclusive and natural settings. Language acquisition for children will be increased. Knowledge and understanding of early stories and their ability to recognize the form and nature of these stories will increase. Parents and caregivers will increase their skills in facilitating pre-narrative storytelling in conversations. Clinicians will increase the use of a screening protocol to analyze the presence or absence of pre-narrative elements of children's language.

Developmentally Appropriate Play-Based Early Intervention/Education for Young Children With Disabilities (Project Play)

Demonstration Project
Grant No. H024B40064 (1994–97[97–99])
Fiscal Agency: Florida State University

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Purpose: To implement and evaluate a developmentally appropriate play-based early intervention and education model for toddlers and preschoolers with a variety of disabilities in a community child care program.

Target: Toddlers and preschoolers with a variety of disabilities in a community child care program.

Approach: The model involves four major components: (a) the arrangement of the physical environment to promote learning within the context of play; (b) a daily schedule that allows children adequate time to learn through play; (c) the role of the adults; and (d) adaptations and accommodations for children with disabilities. The project will implement the model with children with disabilities and their non-disabled peers. Evaluation methods will attend to the product and process of children's learning and to procedural and social validity. Findings will be disseminated nationally.

Outcomes: Toddlers and preschoolers with and without disabilities will benefit from project activities. A model for developmentally appropriate, play-based early intervention/education will be developed, implemented, and evaluated. Evaluation data will be translated into practical applications. Preschool staff will improve their intervention skills through participation in project activities. Project products (videotape and manuals) will be disseminated nationally.

Enterprise Zone—Preschool Inclusion Project (EZ-PIP)

Demonstration Project
Grant No. H024B70071 (1997-01)
Fiscal Agency: University of Miami

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Purpose: To develop, implement, and replicate a model to expand the range of quality inclusive child care choices for young children with disabilities, and their families.

Target: Children, ages birth to 5 years with disabilities, their families, and their child care providers.

Approach: EZ-PIP will expand the range of quality inclusive child care choices through the training of child care providers, provision of direct service to children with disabilities, and collaboration with other state and local organizations and agencies. Participating sites will provide extended child care and will work towards accreditation. EZ-PIP will provide culturally sensitive specialized training and mentoring for child care providers and families based on individual needs. The project will work closely with community resources that provides services to family child care homes. Project staff are active in statewide systems change efforts: developing strategies for inclusion, revamping child care training to incorporate inclusion in training, and working for a "set aside" of funds to serve low-income children with disabilities in inclusive settings. An Internet site will assist in the dissemination of information from the project. Replication materials will be available in Spanish and English.

Outcomes: The implementation of the EZ-PIP model will expand the number of inclusive child care sites in enterprise zones, and increase the number of children who attend quality inclusive child care sites. Awareness and competence of child care providers will increase. Parent's knowledge about the benefits of inclusion will increase. Specialized educational services to children with disabilities attending inclusive child care sites will be provided. A functioning system will remain in place to assure the continuation of these services.

Individualized Support for Young Children With Severe Problems in Communication and Behavior

Demonstration Project
Grant No. H024B30022 (1993–96[96–98])
Fiscal Agency: University of South Florida

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Purpose: To initiate, demonstrate, evaluate, and replicate a model of individualized support for young children with severe disabilities of communication and behavioral adaptation that demonstrates the value of communication-based skill development and family support.

Target: Children less than 4 years of age who have developmental delays, with particular problems in behavior and communication, and their families in the Tampa Bay area.

Approach: The model seeks to optimize the child's development in the areas of functional communication and social interactions, and will attempt to provide educational and positive interventions in order to prevent the future occurrence or reoccurrence of serious problem behaviors such as aggression, self-injury, and other disruptive responses that are deemed incompatible with integrated educational and community participation. The program will conduct comprehensive assessments, provide information and training on an individual basis, and implement a home- and community-based curriculum of functional communication, social facilitation, cognitive stimulation, and skill development. Support will be provided to facilitate placement and adjustment in integrated preschool and day care environments. Comprehensive evaluations will be conducted to demonstrate program efficacy.

Outcomes: Participating children will demonstrate improvement in functional communication skills, skill enhancement in other developmental domains, and reduced problem behaviors. Families will gain: increased knowledge about their child's disability and appropriate interventions; better understanding of service systems and effective advocacy efforts; and expanded support in dealing with their child's disability. Participating service systems will gain: increased awareness of the needs of these children; increased knowledge of teaching strategies to enhance skills and reduce behavioral problems; and an increase in integrated programs.

Project Kako'o

Demonstration Project
Grant No. H024B50029 (1995–98[98–00])
Fiscal Agency: Hawai'i Department of Health

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Purpose: To create a model project of a statewide system of services for young children with disabilities whose parents have cognitive disabilities, so that these parents can best support the optimal development of their children.

Target: All infants and toddlers in the State of Hawai'i who are eligible for early intervention services under Part C of P.L. 105-17 and who have parents with cognitive disabilities.

Approach: The project will identify, implement, and disseminate those components most critical in a system of services for children who have parents with cognitive disabilities. The priorities, concerns, and resources of families will identified and documented through the development of an Individual Family Support Plan (IFSP). Training materials will be developed for parent coaches to support families. A peer educator (Parent Involvement Assistant) will be an integral part of Project Kako'o. Peer education will involve the sharing of information, attitudes, and behaviors. The project will incorporate previous research findings to create a culturally sensitive, community-based, family-centered system of services that builds on natural supports in the community so that families can more fully meet the needs of their children.

Outcomes: Parents who have cognitive disabilities will be enabled to more fully meet the needs of their children and to more fully participate in their communities. Through the provision of additional support services, a mechanism for the primary prevention of mental retardation and child abuse and neglect in this population will be institutionalized.

The Early Childhood Interactive Technology Literacy Curriculum Project (ITLC)

Demonstration Project
Grant No. H024B50064 (1995–98[98–00]
Fiscal Agency: Western Illinois University

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Purpose: To develop and demonstrate a developmentally appropriate Interactive Technology Literacy Curriculum (ITLC) component for programs that serve young children with disabilities.

Target: Children, ages 3 to 6 years, who have mild to severe and multiple disabilities and their families who live in rural and urban areas.

Approach: The ITLC will combine interactive multimedia computer software with emergent literacy experiences. Children with severe disabilities will use adaptive assistive technology tools to access literacy activities. The ITLC will be based on integrating a contemporary emergent literacy approach with successful assistive technology experiences for young children. Software will be selected according to an analysis of its quality and interactivity levels, appropriateness, and appeal to children. The ITLC will be organized in three sections that will include activities designed for: (a) interactive commercial software; (b) interactive software that the model classrooms produce using HyperStudio, a software authoring system; and (c) tool function software such as graphics and story making. Each section of the curriculum will contain on- and off-computer activities. Content will emphasize naturally occurring events in children's lives. A variety of materials to be used will include computers, peripherals, books, paper, crayons, paint, and the props of dramatic play. Developmentally appropriate activities will provide children with opportunities for child-directed learning. The use of technology will offer adaptive options, including speech and alternative inputs, which make participation possible for children with severe impairments.

Outcomes: Outcomes are expected to include positive effects on the emergent literacy knowledge and abilities of the children. Children will participate in activities with typically developing children in natural settings. Children with severe disabilities will engage in literacy activities using assistive technology adaptations.

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Development, Testing, and Dissemination of Nonaversive Techniques for Working With Children With Autism

Demonstration Project
Grant No. H024B60027 (1996–99[99–01])
Fiscal Agency: Heartland Area Education Agency 11

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Purpose: To develop, implement, evaluate, and disseminate approaches to prepare teachers and parents to intervene and teach children with autism.

Target: Children, ages birth through 8 years, who are diagnosed with autism.

Approach: The project will develop a model program to train parents and educators in proactive strategies, using both antecedents and consequences, for teaching young children with autism. The project will field test the effects of the training program and evaluate changes in student outcomes as a function of enhanced skills of classroom personnel. Inservice preparation materials will be disseminated regionally. The project will explore managing behaviors using techniques that hypothesize the function of behavior and teach children replacement behaviors. Interventions will enhance communication, and reduce disruptive behaviors that are a function of frustration related to inability to communicate. The model will incorporate family participation, individualization of programs, and earlier intervention to promote better educational and social outcomes for children. The project will focus on teaching parents and teachers to increase communication skills within the context of age-appropriate activities. Functional analysis of behavior will promote proactive, nonpunitive strategies that link assessment and intervention. This comprehensive training program will incorporate components of the best of behavioral, educational, and social supports that are empirically validated.

Outcomes: This project will incorporate procedures to assess project effects on a variety of outcome measures, which will enable comparisons of treatment methods to be made. The project will provide important information on treatment efficacy using nonaversive strategies developed based on individual child and family needs.

Project Circle

Demonstration Project
Grant No. H024B70042 (1997-01)
Fiscal Agency: University of Kansas

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Purpose: To develop a model Web site to support, facilitate, and train service providers and families for participation in inclusive early childhood programs of high quality for young children with disabilities.

Target: Children, ages birth through 8 years, with disabilities their families and service providers.

Approach: The Web site will showcase exemplary program sites including administrative arrangements. It will offer ongoing and responsive technical assistance; high-quality on-line training; state-of-the art position papers from pools of experts; direct access to information, resources, and materials for immediate hands on use; useful links to other sites on the World Wide Web related to curriculum development and research to practice. The Web site will serve as a hub for meaningful networking, collaboration and sharing among users. It will create portfolios for users to verify their use of the Web site and link this work with CEUs, inservice points or descriptive information about the work. On-line data bases will collect specific data on the use and evaluation of the Web site functions by users.

Outcomes: The functions of the Web site will support, facilitate, and train service providers and families to participate in inclusive early childhood programs of high quality. Features for designing and creating a Web site with multiple functions to affect system change around a specific issue in the education of young children with disabilities will be made available to other agencies and states. Multimedia and interactive instructional units and courses will be available for on-line use or training applications. Unique innovative features of the site (e.g., user portfolios) will be available for dissemination and application. Individuals concerned with services for children birth through age 8 and families of these children will be connected around a critical need for system change. Long-term institutionalization is planned by Kansas and Nebraska.

The RIDE Project (Reaching Individuals With Disabilities Early)

Demonstration Project
Grant No. H024B50035 (1995–98[98–00])
Fiscal Agency: Ohio Valley Educational Cooperative

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Purpose: To enhance child find efforts for 3- and 4-year-old children with disabilities in order to provide early intervention services that will minimize declines in development and, in some cases, eliminate identified disabilities. The model also is designed to help meet the assistive technology needs of 3- to 8-year-old children with disabilities, in order to improve their integration in regular classrooms and in the family.

Target: Children ages 3 to 8 years with disabilities, especially low-incidence disabilities, their families, and the professionals who serve them.

Approach: The model will demonstrate a regional collaborative approach to addressing child find and assistive technology barriers common in rural areas. The project will provide on-site support to elementary schools and communities. Project staff will use diagnostic screening and assessment materials and an array of assistive technology devices to provide outreach services in the community, the home, and the school. Additional strategies employed for on-site support include a child find awareness campaign; teacher and parent trainings in assistive technology; a newsletter and a resource directory about assistive technology; videotaping of children's use of assistive technology for parent viewing; and occupational and physical therapies and technology support services.

Outcomes: Anticipated child find outcomes include increases in the number of referrals from physicians and social agencies, of families attending annual screenings, of children receiving initial screenings, of children assessed within 30 days of referral, of children identified by their fifth birthday, and of referrals of infants and toddlers who are at risk for developing disabilities. Anticipated assistive technology outcomes include improved teacher knowledge, attitudes, and comfort in using assistive technology in the classroom; greater use of assistive technology in the classroom; increased participation in regular educational settings by children with disabilities; increased parent interest in assistive technology for home use; and greater parent satisfaction with the benefits of assistive technology.

Project Child Care 2000 — Enhanced Child Care Resource and Referral Services for Children With Low-Incidence Disabilities

Demonstration Project
Grant No. H024B50046 (1995–98[98–00])
Fiscal Agency: Massachusetts State Office for Children

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Purpose: To develop, implement, evaluate, and disseminate an enhanced child care resource and referral service for children with disabilities and their families.

Target: The project will meet the unique child care needs of all young children with disabilities, and will target children with severe or low-incidence disabilities and their families.

Approach: The Office for Children will collaborate with 13 child care resource and referral (CCR&R) agencies to develop an enhanced CCR&R service for children, using an improved child care database, parent counseling, individualized technical assistance, access to needed resources via the Information on Disabilities Exchange, and consultation that links service providers with experts in serving children with disabilities. The project will develop systems to refer families to child care providers who are able to administer medication, provide site modification, and access special equipment and other accommodations to meet the child's communication, mobility, behavior management, and other special needs. CCR&R counselors will refer families to appropriate providers with confirmed openings. Follow-up services include facilitating a team approach for those working with the child. Through training at Wheelock College, the model will be available to other states.

Outcomes: CCR&R agencies will become uniquely competent to help families searching for inclusive child care for children with low-incidence disabilities. The amount and quality of inclusive child care will increase through improved accessibility and the coordination of training and services. The project will produce, pilot, and evaluate training modules for model replication in all state-funded CCR&R agencies in Massachusetts. Career development for CCR&R staff will improve through college credit training. Materials and information about the model will be available to other states.

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Building Inclusion in the Early Childhood Classroom Through the Use of Cultural Sensitivity and the Use of Assistive Technology

Demonstration Project
Grant No. H024B40011 (1994–97[97–99])
Fiscal Agency: PACER Center

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Purpose: To develop a model for serving young children with disabilities that increases the competence of early childhood personnel to use developmentally appropriate assistive technology in order to facilitate the inclusion of children from diverse cultures with their peers.

Target: Young children ages 3 to 8 with disabilities from diverse cultures and low-income families, their families, and the personnel providing services to them.

Approach: The project will develop an innovative approach integrating training with practical experience for early childhood personnel and family members. A model curriculum will give parents and professionals knowledge and skills in using assistive technology and in evaluating computer software for cultural and disability bias. Participants will design a series of activities for particular children, and develop and present information sessions for colleagues and families. Project staff will provide training and technical assistance, using videotapes for discussion and evaluation.

Outcomes: For children, access to assistive technology and opportunities for inclusionary and culturally appropriate services will increase. Early childhood personnel will gain expertise in using developmentally appropriate and culturally sensitive assistive technology. Families will gain culturally sensitive information about technology, and will participate and serve as trainers for the curriculum.

Building Language and Literacy Skills During the Early Childhood Years: Preparing Children With Disabilities for Success in Early Elementary School

Demonstration Project
Grant No. H024B60034 (1996–99[99–01])
Fiscal Agency: University of Montana

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Purpose: To develop a model for fostering emerging literacy skills in young children with disabilities.

Target: Children, ages 3 to 8 years, with disabilities primarily from Anglo-European and Native American backgrounds who are enrolled in preschool through second grade classrooms.

Approach: One fully integrated preschool program, and classrooms in early childhood special education, Head Start, kindergarten, and first and second grade on the Flathead Indian Reservation, will serve as model demonstration sites. The project will also cooperate with speech and language resource programs operated by tribes on the Flathead Reservation. The model will include developmentally appropriate and culturally sensitive play, storytelling, and reading materials, with support provided to families to encourage their involvement in the early literacy activities of their children. Data will be gathered on (a) child progress in language and literacy acquisition; (b) family involvement and satisfaction with literacy activities; (c) teacher judgment of the appropriateness and ease of use of the early literacy activities and materials; and (d) attainment of project goals and objectives. The project will develop a system to track family and community involvement in literacy activities. The project will work with expert community groups to evaluate the inservice training activities undertaken with staff and families at the model sites. A values model will be utilized to ensure that the practices developed enhance the strength of the families and meet the unique needs of the children and families.

Outcomes: The project will produce a family-centered, culturally sensitive, and developmentally appropriate model for fostering early language and literacy skills in young children with disabilities. Media and print materials will support model implementation in a variety of settings.

Beyond the Barriers: Enhancing Community Options for Families of Young Children

Demonstration Project
Grant No. H024B40014 (1994–97[97–99])
Fiscal Agency: University of New Hampshire

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Purpose: To enhance local and regional capacity to support young children with disabilities or special health care needs and their families in inclusive, family-centered, community-based environments.

Target: Young children ages birth to 6 years with disabilities or special health care needs and their families.

Approach: Model demonstrations will directly benefit children and families, and promote change at the local, community and regional level. Each project will include a regional resource team including families and representatives from a variety of agencies. The project will provide financial support and technical assistance to teams. Teams will support families to enhance their community options. The project will collaborate with key groups and individuals to (a) establish a statewide technical assistance and support network, and (b) implement activities in education, public awareness, and personnel development.

Outcomes: Children and families will benefit by increased access to inclusive, community-based, family-centered early care and education programs. Families will benefit from participation in a validated leadership training series. Families, providers, and others will benefit from enhanced public awareness and access to training and technical assistance. National dissemination will increase the capacity of other states to enhance community options.

Transitioning Young, Culturally Diverse Children With Disabilities Into the General Education Setting

Demonstration Project
Grant No. H024B30060 (1993–96[96–98])
Fiscal Agency: Ann G. Haggart Associates

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Purpose: To develop, implement, evaluate, and disseminate new approaches to serving young children with disabilities and their families from diverse cultures within the context of typical settings.

Target: Local school district personnel — including educators and support staff from regular education, special education, bilingual education, and Chapter One programs — and the families of young children with disabilities who are moving from preschool into kindergarten settings.

Approach: The project will demonstrate effective strategies for developing strong parent/school partnerships through the development of interagency teams composed of parents, community leaders, and school personnel. Parents will receive training to increase their understanding of the culture and expectations of public school, and will participate in developing staff training sessions that describe the families' cultures and the role of schools and education in them. Inservice training materials will be developed that enhance the formation of strong parent/school partnerships and prepare teachers to successfully include young culturally diverse children with disabilities in general education. Training will be provided in transition, inclusion, and cultural competence. Follow-up activities and technical assistance will be available to parents, administrators, and teachers. A best practices guidebook and other training materials will be disseminated.

Outcomes: The project will serve 100 young children with disabilities, and their parents will be given training opportunities. The project will train 115 special education preschool program staff and general education kindergarten and grade 1 teachers. By the end of year 3, the project will have documented the steps necessary for developing a replicable model for inclusive practices, and an inservice training model will have been disseminated. By the end of years 4 and 5, the project will have documented the replication of project activities at additional sites.

Project SELF (Supports for Early Learning Foundations)

Demonstration Project
Grant No. H024B50055 (1995–98[98–00])
Fiscal Agency: New Mexico University Affiliated Program (UAP)

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Purpose: To develop an innovative, transdisciplinary model of assessment and intervention that focuses on the qualitative aspects of a child's performance and identifies supports necessary for early learning.

Target: Infants and toddlers, ages birth through 2 years, in inclusive settings, especially those with low-incidence disabilities, and personnel in community-based programs.

Approach: Project SELF will address key factors that support early learning, including self-regulation strategies, temperament, and the social and physical expectations and requirements of the child's environment. Three major model components include (a) a SELF observation tool for interventionists and families to use to identify a child's current strategies for self-regulation and efficient adaptive responding; (b) a SELF strategies curriculum/menu that identifies strategies for self-regulation used by normally developing young children and methods for supporting stra-tegies in young children; and (c) the SELF interactive, multimedia training package that provides instruction and practice in the use of the observation tool and the strategies curriculum.

Outcomes: Specific outcomes are anticipated for each model component, including demonstration of family satisfaction and enhanced strategies in children; increased understanding by early interventionists about the foundations needed by young children for early learning; a curriculum that is directly related to the assessment tool and that moves research and clinical findings into application; evidence of instructional utility and satisfaction from interventionists and families; and enhanced or increased strategies in young children; documentation of trainee satisfaction; evidence of improved knowledge, skill, and performance following the completion of the training; the development of a high-quality, easily disseminated training package that will support the use of the SELF observation tool and strategies curriculum.

Let's Play! Project

Demonstration Project
Grant No. H024B50051 (1995–98[98–00])
Fiscal Agency: State University of New York at Buffalo

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Purpose: To develop, implement, evaluate, and replicate a model to enhance the ability of infants and toddlers with significant disabilities to play as independently as possible.

Target: Families and children, ages birth through 2 years, who are experiencing significant physical, sensory, and/or cognitive disabilities which interfere with their ability to interact with objects and people in their environments.

Approach: The project will facilitate the application of assistive technology (AT) within daily living environments. The project model will employ five distinct yet interrelated strategies: (a) the assessment, choice of adaptations, and implementation of the play plan will be family directed; (b) play will be the focus of the intervention; (c) the selection of low-tech AT will be the critical intervention tool used to facilitate play and development; (d) these concepts will be extended into natural environments, and (e) a toy and AT lending library will ensure that families have access to appropriate toy and play adaptations. Emphasis will be on the use of AT to support parent/child interac-tions in natural environments. This family-directed, play-based model will promote awareness of the importance of play to typical development and will focus on facilitating play through the application of AT. Caregivers will take the lead in every aspect of this project, using the transdisciplinary resource team as an information resource how to circumvent identified barriers to play.

Outcomes: The project will increase the knowledge level of service coordinators and other early intervention personnel about the importance of play and AT applications. The development of resource materials that match identified barriers to play with AT solutions and toy choices will contribute to replication at other sites. Statewide early intervention programs will gain expertise in developing and administering a lending system for toys and AT.

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Building Community Resources Project

Demonstration Project
Grant No. H024B60119 (1994–97[97–99])
(originally Grant No. H024B40020)
Fiscal Agency: Orelena Hawks Puckett Institute

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Purpose: To promote the mobilization and integration of community resources and early intervention services to maximize the inclusion of children and families in their communities.

Target: Children, ages birth to 5 years with disabilities and their families, and early intervention practitioners and community people.

Approach: The project will be implemented in several different kinds of communities. A resource-based intervention model will be developed, field-tested, and validated as a particular approach for meeting child and family inclusion needs. The three major goals of the project, to which products are related, are (a) to develop and implement procedures for mapping community resources, (b) to build the capacity of community people and organizations to provide support and services to children and families, and (c) to expand the supports and resources used by intervention programs to include a wide range of community programs to meet child and family needs and provide experiences with typically developing children.

Outcomes: Children, families, and providers will be more aware of community resources, and their utilization of these resources will increase. Community organizations will be more available to meet child and family needs. Use of resources mapping and capacity inventories will increase as strategies to promote use of these resources. Better utilization is expected to have a significant impact on community inclusion.

Child Services Integration Project

Demonstration Project
Grant No. H024B70063 (1997-01)
Fiscal Agency: Duke University Medical Center

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Purpose: This project will develop, implement, evaluate, and disseminate a model to serve the needs of children living in families that use drugs.

Target: Children, ages birth to 8 years, with special needs in learning and behavioral areas whose mothers are in substance abuse treatment programs.

Approach: This project will integrate special education for children with existing adult mental health and substance abuse services. The specific components of the model are: (a) the center-based diagnostically oriented program for children with their mothers; (b) intensive child-community inclusion activities; (c) the integration of adult and child service models; (d) modeling the costs and reimbursement potential for child services provided in existing adult treatment settings, including future funding for the model program; (e) the feasibility of implementing the model in a residential setting; and (f) dissemination of the model. The model will be replicated for a one-year period moving from an intensive outpatient program to a residential on.

Outcomes: The project will provide a descriptive study of the issues, barriers, and methods required to integrate child and adult service models. Individual and group assessments will establish the intervention needs of these children. An integrated curriculum will be developed for children and mothers together. Intensive community liaison and advocacy will be defined and described for dissemination. Learning and behavior profiles will improve after 18 and 24 months. Mothers will demonstrate increased understanding and will retain custody of their children at a higher rate. A guide for implementation of the model in other settings will be developed. Future funding possibilities for this model and for other applications will be demonstrated.

Multiple Risk Associated With Prenatal HIV

Demonstration Project
Grant No. H024B30012 (1993–96[96–98])
Fiscal Agency: Duke University Medical Center

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Purpose: To demonstrate a model for the transition of developmental care and family coordination and services from tertiary AIDS centers to community-based services.

Target: Infants, less than 3 months of age, who are at significant developmental risk from prenatal exposure to HIV and, possibly, to teratogenic drugs, as well from possible environmental factors including poverty, parental substance abuse, poor supports from extended family and community, and sick or deceased family members; and professionals providing services to these infants and their families in community settings.

Approach: Project RISK consists of three components: direct service, community linkage, and community provider education. First, an interdisciplinary assessment package will be developed that can be individualized and used to assess infants and families in terms of their service needs, including child developmental intervention, social services, and parent substance abuse care. The project will develop a linkage system for the communities of the infants and families being served, aimed at establishing and continuing communication regarding child and family needs, and community referral sources. The project will assess the communities' needs for education and consultation necessary to accept responsibility for care and service coordination of children with or at risk for HIV infection and their families. A community education curriculum will be developed and disseminated. The model will be replicated during project years 4 and 5.

Outcomes: Sixty children and their families will receive direct services through the project, and will benefit from the overall project goal of integrated community care within one year after initial referral to the project team. Local community agency personnel will benefit from training through the project. The project's community education curriculum, teaching methods, and materials will be available to these agencies to in turn train other health and developmental providers.

Developmentally Appropriate Practices for Preschool Children With Disabilities

Demonstration Project
Grant No. H024B30048 (1993–96[96–98])
Fiscal Agency: Children's Hospital Medical Center of Akron

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Purpose: To develop, validate, and implement two program components necessary to ensure the effective integration of children with disabilities into developmentally oriented preschool programs.

Target: Children, ages 3 through 5, with disabilities and their families, living in an urban area, most of whom are from low socioeconomic status and minority families; and early childhood program supervisors, teachers, and aides.

Approach: The project will develop procedures for adapting developmentally appropriate preschool curriculum models to the educational and developmental needs of children with and at risk for disabling conditions. This adaptation will focus on five components: (a) developmentally appropriate instructional activities for children with disabilities; (b) guidelines for adapting classroom procedures and routines; (c) procedures for evaluating children's active participation; (d) instructional strategies for promoting active engagement and participation; and, (e) procedures for developing developmentally appropriate Individualized Education Programs (IEPs). The project also will develop a family service model that can be implemented in Head Start and other community-based preschool programs, which will include procedures and guidelines for providing five categories of services to families: (a) systems engagement activities; (b) child information; (c) family instrumental activities; (d) personal and family assistance; and (e) resource assistance. Following their development, both components will be demonstrated and validated. Training and technical assistance will be provided to Head Start and other community-based preschool agencies. Data on model effectiveness will be collected and evaluated.

Outcomes: More than 200 children will be served through the project and approximately 30 preschool staff members will receive training. The curriculum will be disseminated to Head Start programs.

Using Innovative Technologies With Children With Disabilities in Developmentally Appropriate Practice Preschool Programs

Demonstration Project
Grant No. H024B40054 (1994–97[97–99])
Fiscal Agency: Children's Hospital Medical Center of Akron

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Purpose: To develop a model that will ensure effective use of assistive technology with preschool children with disabilities, both in developmentally appropriate practice (DAP) programs and at home.

Target: Preschool children with disabilities and their families.

Approach: The project will develop and validate procedures and guidelines, including teacher's guides, for selecting and using assistive technology with children with disabilities in DAP preschool programs, and for assisting families in integrating technology in natural environments. The project will provide training and technical assistance to community-based preschool agencies on these procedures.

Outcomes: Child care providers and trainers will increase their knowledge of the needs of children with disabilities, allowing more appropriate placement decisions. This increased knowledge will also allow provision of developmentally appropriate programs for integrating children with disabilities in typical child care settings. These providers will have a foundation for understanding and measuring delayed and different development. Training in specific health and safety practices will be critical to the safe placement of children with disabilities. Providers and trainers will be able to plan, implement, and evaluate quality inclusive programs within child care settings. They will be able to provide positive support to families; make appropriate referrals and collaborate with related service personnel; interact more effectively with staff, children and families; and provide services that model respect for all kinds of individual differences.

Functional Problem-Solving Skills

Demonstration Project
Grant No. H024B60015 (1996–99[99–01])
Fiscal Agency: Washington State University

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Purpose: To examine the cognitive development of children with Pervasive Developmental Disorders (PDD) as demonstrated through their relationships with objects and to develop instructional strategies for encouraging the development of functional interactions with the physical environment.

Target: Children aged 3 to 6 years who have a diagnosis of PDD.

Approach: Assessment and intervention strategies will help children who do not have the verbal skills and who are unable to process visual or auditory information to learn the problem-solving skills necessary to function effectively and independently. Instructional strategies will provide children with (a) generic skills that are necessary to solve problems that arise in the physical environment, (b) the motivation to attempt to solve problems as they arise, and (c) systematic problem-solving experiences in a variety of generalization settings. The model will include a fupctional approach to the child's relationships with objects just as has already been accomplished in the realm of their relationships with the social world. The project will focus on skills such as opening containers, searching for objects, and using objects as simple tools, that are essential to independent functioning across the other skill areas necessary to succeed in inclusive early childhood settings and at home.

Outcomes: Children will benefit from the creation of physical environments in the classroom that encourage development of cognitive problem-solving skills in children with PDD in the contexts of regular classroom activities. Teachers in demonstration and replication sites will learn how to adapt typical classroom activities and routines to provide opportunities for the child with PDD to master the physical environment. Materials will include a manual describing a systematic approach to instruction, and strategies for documenting change in environmental supports that enhance performance.

Building Community Supports: A Family-Centered Preschool

Demonstration Project
Grant No. H024B40033 (1994–97[97–99])
Fiscal Agency: University of Pittsburgh

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Purpose: To extend the concept of family-centered early intervention to the preschool years for children with disabilities and their families.

Target: This model will be particularly sensitive to the needs and concerns of African-American families as well as families who are economically disadvantaged.

Approach: This model of service delivery, based on family identification of priorities, will offer families a wide range of supports, including expansion of social networks, increased access to community resources, and parent-to-parent education with emphasis on community and family integration. A family consultant, the parent of a child with a disability, will facilitate the establishment of family support networks and maintain liaison with classroom staff to improve integration. Family support volunteers provide support to other families from their own community. The project emphasizes strategies for transition from traditional approaches to a family-centered approach.

Outcomes: Families will experience enhanced, culturally sensitive social support through family and community networks and will gain skills to identify and obtain chosen outcomes and to collaborate with professionals. Children will be more fully integrated in their communities and families, and it is expected that there will be positive developmental outcomes. The practices of the child care program, as perceived by staff and families, will become more family-centered and more culturally appropriate.

Interagency Planning and Support Project

Demonstration Project
Grant No. H024B70021 (1997-01)
Fiscal Agency: Allegheny University Health Sciences

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Purpose: To demonstrate the integration of planning and delivery of educational and human services to young children with identified disabilities and their families through the development and implementation of a school-linked, interagency partnership model that results in better coordinated and more comprehensive local services.

Target: Children, ages birth through 8 years, with identified disabilities, their families, local early intervention program practitioners and administrators, state and local public school administrators and human service personnel, early elementary teachers, and state CSPD technical assistance providers.

Approach: The locus of planning for the model is the neighborhood school. The process helps early intervention providers, local coordinating councils, and community agencies examine, refine, and restructure policies and practices so that they can more efficiently and effectively support children with disabilities and their families. The model will produce a unified planning document that travels with the child and family across agency lines. The design of the model consists of eight major components: (a) a project advisory council; (b) identification of state and local partners; (c) assessment of state and local services and priorities; (d) training of local partners; (e) technical assistance to local district and agency personnel; (f) regularly scheduled feedback loops among local and state representatives; (g) an evaluation plan for each component to assess impacts and changes; and (h) dissemination of results nationwide through collaborative partnerships with parents, professionals, other funded projects, and organizations.

Outcomes: Agencies in areas using the model will be able to examine, refine, and restructure policies and practices so that they can more efficiently support children and their families. Feedback loops among local and state representatives will contribute to more coordinated and more comprehensive local services.

Project RESPOND: Responsive Ecological Services for Maltreated Preschool Children With Behavior PrOblems or DevelopmeNtal Delays

Demonstration Project
Grant No.H024B70068 (1997-01)
Fiscal Agency: South Carolina Research Institute

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Purpose: To provide inclusive early childhood special education for children, ages 3 through 5 years, who have been maltreated and have either behavioral problems, developmental delays, or both.

Target: Children as described above, and transdisciplinary team members, including parents, early childhood special educators, psychologists, child protective services workers, and related services personnel.

Approach: The project is comprised of five interrelated components. In the *Inclusive Early Childhood Special Education Component*, participating children will be enrolled in public preschool programs where Individualized Family Service Plans (IFSPs) will be developed and implemented by transdisciplinary teams. In the *Family Support* component, IFSPs will be developed by the transdisciplinary team, with identified services and resources being provided or obtained as needed. In the *Preschool-Based Psychological Services* component, when necessary, psychological services will be provided on-site at the preschool programs. An appropriate transdisciplinary team member will provide service coordination for each child and family. In the *Peer-Related Social Competence* component, interventions for enhancing children's peer-related social competence will be implemented systematically within the inclusive child care setting. In the *Transition Services* component, plans to support children's and families' transitions will be developed.

Outcomes: The project anticipates that: (a) children will acquire developmental and behavioral competencies and maintain them; (b) parents will experience greater social support, becoming better informed consumers of services and resources and more effective advocates for their children; (c) transdisciplinary team members will better accommodate and meet the individual needs of this population, and services provided will be more cost effective; and (d) children will receive high-quality, inclusive early childhood special education.

Project TIES: Toward Inclusion in Early Education

Demonstration Project
Grant No. H024B60032 (1996–99[99–01])
Fiscal Agency: East Tennessee State University

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Purpose: To develop a model inservice training program focused on information and strategies that enhance the abilities of child care paraprofessionals and trainers to include young children with disabilities in developmentally appropriate settings.

Target: Children with disabilities ages birth to 5 years.

Approach: The project will develop eight training modules and training manuals to incorporate information about inclusion in early childhood training for child care providers. The model will promote collaboration with the state comprehensive training initiatives to meet the federal requirements under the Child Care Block Grant Program. The project emphasizes the use of the model in rural, isolated areas with paraprofessionals. TIES interdisciplinary faculty will train personnel to train early childhood paraprofessionals. To promote successful inclusion, project materials will focus on building healthy and safe environments, developmentally appropriate curricula, and appropriate guidance and management strategies; understanding typical and atypical child development and values that respect cultural and individual diversity; building professionalism; supporting family relationships; and utilizing appropriate observation and assessment materials. TIES will provide paraprofessional trainees with field placements in inclusive programs and will subsidize the cost of substitute child care providers during trainee practicum periods. TIES will interface with the Tennessee Early Childhood Training Alliance, a statewide systematic, comprehensive training effort for early childhood paraprofessionals.

Outcomes: Providers and trainers will be able to plan, implement, and evaluate quality inclusive programs within child care settings. They will be able to provide positive support to families; make appropriate referrals and collaborate with related services personnel; interact more effectively with staff, children, and families; and provide services that model respect for individual differences.

The Self-Determined Learning Model Instruction for Early Elementary-Age of Students

Demonstration Project
Grant No. H024B70059 (1997-01)
Fiscal Agency: The Arc of the United States

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Purpose: To develop, implement, and disseminate a model of teaching based on the principles of self-determination and student-directed learning.

Target: Early-elementary students, ages 5 to 8 years, with mental retardation and other cognitive and developmental disabilities, their families, and their teachers.

Approach: This model will increase opportunities for students to learn critical self-determination skills. The project will provide a model that teachers can use to develop curricula and instructional strategies to enhance social skills; self-awareness; self-knowledge; choice making, decision making, and non-social problem-solving skills, and goal setting and attainment skills. The learning model consists of a three-phase instructional process: (a) set goal; (b) take action; and (c) adjust goal or plan. The model provides student outcomes and parallel teacher objectives, and instructional strategies that accomplish these outcomes and objectives. The model is based on a universal problem-solving strategy and can be used across multiple content areas and with a wide range of ages. The student is the primary agent for choices, decisions, and actions. Student objectives will be revised to be appropriate for early elementary-age students and to involve parents in the decision-making process. Teacher objectives and strategies will be modified to reflect the educator's important role in the education of young children. Project personnel will support teachers, students, and parents in identifying appropriate content areas implementing the model. A Goal Attainment Scaling process will be used to evaluate the model's efficacy.

Outcomes: A model will be available and accessible to teachers working with young children with disabilities. Guides for teachers and parents for the use of this model will ensure replication and dissemination of the model.

Project TRUST: A Model for Addressing Critical Early Transitions in Lives of Young Children Who Are Deaf/Blind

Demonstration Project
Grant No. H024B70026 (1997-01)
Fiscal Agency: SKI-HI Institute

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Purpose: To develop a model of providing services to young children, families, school and agency personnel, and significant persons in the life of the young child who is deaf-blind through a system designed to facilitate collaborative planning for transitions.

Target: Young children, ages birth through 8 who are identified as deaf-blind, their families, and significant friends and professionals in their lives.

Approach: This project will develop a new proactive ecological approach, an asset-based approach that views the young child from the perspective of his or her abilities and not his/her disabilities or inabilities. The project will use the validated approach and processes of personal futures planning (PFP), and will expand transition practices focusing on five critical transition periods: (a) hospital NICU to home; (b) home to early intervention program; (c) early intervention to preschool; (d) preschool to kindergarten; and (e) kindergarten to elementary school. Materials and processes will enhance the collaboration and coordination of parent goals, child needs, and agency abilities. The project will foster and provide training for a system of parent, teacher, paraeducator teams who assist in laying the groundwork for more meaningful IFSP/IEP meetings.

Outcomes: A new model to address critical transitions in the lives of young children will be available to other states for replication. Training protocols and materials will be available to integrate with state guidelines for transition. The model will include a system for information sharing and training, a staff development approach that addresses the low incidence of deaf-blindness, and self-study packages for direct access by families, school and agency personnel, and other individuals significant in the lives of young children who are deaf-blind. Parent, teacher, and paraeducator teams will be identified, trained, and be available to train others in PFP strategies that will lead to more successful transitions. Parents will be linked to other parents and to these teams to support state systems for services.

Caring for Infants and Toddlers With Disabilities: New Roles for Nurses (CFIT-N)

Demonstration Project
Grant No. H024B70075 (1997-01)
Fiscal Agency: Child Development Resources

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Purpose: To develop a model of training to ensure that nurse practitioners and registered nurses have the information and skills needed to be full participants in the early intervention system for young children with disabilities and their families.

Target: Infants and toddlers with disabilities, their families, and nursing practitioners who serve them.

Approach: The project is developing a curriculum and supporting materials that reflect the "National Standards of Nursing Practice for Early Intervention Services" of the American Nurses Association. The curriculum will include information related to the nurse's new roles regarding child find, service coordination, evaluation and assessment, IFSP planning, and transition. The levels of training include Foundations; Independent Study, using an independent study manual, audiotapes, and technical support; and Clinical Application with technical support. The CFIT-N model will be developed, field tested, and evaluated in one of Virginia's five early intervention regions, revised as indicated, implemented in the other regions, and disseminated nationally. To ensure that the model is incorporated within the state Part C and CSPD systems, a state Leadership Planning Group will be formed to advise and assist in planning CFIT-N training in Virginia. The group will be comprised of representatives from the lead agency for Part C, its ICC and CSPD; the State Department of Health; nurses and nurse educators; physicians; families; representatives of each regional consortium of local ICCs; and other key stakeholders. CFIT-N will offer continuing nursing education credits.

Outcomes: The project will ensure the early identification and the integration of health care, developmental, and other early intervention services through the development and implementation of a model of training for nurses. There will be an increase in nurse participation in the early intervention system.

PARTners Plus — A Model of Respite Care Designed, Implemented, and Evaluated by Families

Demonstration Project
Grant No. H024B40032 (1994–97[97–99])
Fiscal Agency: Child Development Resources

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Purpose: To expand respite care options for families and children by developing a natural and family-centered model that involves families in the design, implementation, and evaluation of respite care services.

Target: Children, ages birth to ages 8 years with special needs and their families, especially children who have low-incidence disabilities or are technology dependent.

Approach: The project is a model for helping families find and train their own respite care providers. Families will design caregiver training specific to their child's needs, and the project will support this process and the building of family and community networks. Families will take a leadership role in a community advisory group, in finding support for model continuation, and in establishing a cooperative to maintain the number and quality of care providers.

Outcomes: Children and families will benefit from increased options for family-centered respite care in natural settings and a larger group of trained respite providers. Families will benefit from increased access to respite, increased social support, and decreased stress. Planners and policy makers will increase their awareness of child and family needs for respite, and will have evidence of model efficacy and materials to assist other communities in replication of the model.

School-Based Preschool Programs for Children With Autism: Blending Approaches to Meet Individual Needs

Demonstration Project
Grant No. H024B70091 (1997-01)
Fiscal Agency: University of Washington

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Purpose: To develop, implement, evaluate, disseminate, and replicate a program for young children with autism that is effective, sustainable, and acceptable to consumers (e.g., families and school district personnel).

Target: Preschool children with a diagnosis of autism, their families, and the professionals who teach and work with these children and families.

Approach: The model has five main components: a high-quality, integrated preschool program; an extended instructional day; family support; staff training; and systematic collaboration, planning for generalization, and transition planning. The core of this model is a school-based, high-quality early childhood special education program, which features: (a) opportunities to interact successfully with typical peers; (b) functional assessment and evaluation strategies; (c) curriculum to meet individual child needs; (d) effective instructional strategies; and (e) strategies to program for the generalization of behavior change. The project will provide an extended program with specialized instruction, and blend the strengths of different disciplines, producing a stronger model than would come from any one of these traditions alone.

Outcomes: The project will provide an effective and ecologically and socially valid model to educate young children with autism in public school programs. The children served by the model program will demonstrate improved skills in multiple areas including attending, imitation, communication, play, social interaction, self-care, and cognitive skills. Families will benefit from receiving comprehensive, coordinated services, including training that will improve their ability to deal with challenging behaviors. Professionals, including students, will benefit from training and from instructional materials specific to meeting the needs of young children with autism.

Supporting Neurobehavioral Organizational Development in Infants With Disabilities: The Neurobehavioral Curriculum for Early Intervention

Demonstration Project
Grant No. H024B50020 (1995–98[98–00])
Fiscal Agency: Washington Research Institute

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Purpose: To assist parents and professionals in supporting the neurobehavioral organization of infants born with very low birthweight or with severe disabilities.

Target: Infants, newborn to 8 months developmental age, born with very low birthweight or with severe disabilities, and their families.

Approach: The project will develop, field test, and evaluate a curriculum to assist early intervention professionals, parents, and paraprofessionals in recognizing and supporting the neurobehavioral organization of these infants. This proposed curriculum consists of three major components: (a) the Neurobehavioral Strategies for Intervention which will assist professionals in supporting the neurobehavioral organization of infants during assessment, intervention, or caregiving sessions; (b) the Neurobehavioral Facilitation Guide for Parents which will assist professionals in training and facilitating parents' observation, interpretation, and support of their infants' neurobehavioral organization; and (c) the Neurobehavioral Instructional Guide for Paraprofessionals which will assist professionals in training paraprofessionals to support infants' neurobehavioral organization. The curriculum will include an ecological emphasis; can be implemented in the infant's home-, center-, or community-based program; and will foster positive adult-infant interactional patterns.

Outcomes: The project model will increase satisfying parent-infant interactions and parents' confidence in their ability to support their child's needs. Early intervention professionals and paraprofessionals will learn to provide appropriate neurobehavioral facilitation to these fragile infants. The proposed curriculum will result in the formation of a neurobehavioral assessment and curriculum system for early childhood special education.

Portage Project Demonstration Model

Demonstration Project
Grant No. H024B60056 (1996–99 [99–01])
Fiscal Agency: Cooperative Educational Service Agency #5

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Purpose: To develop an interactional model for change that will increase the use of family-centered practices with families of children with disabilities.

Target: Children with disabilities, birth to 3 years.

Approach: The model will impact changes in knowledge, skills, and attitudes in order to promote family-centered services. The model will provide systematic mentoring and case-based learning opportunities for providers in different birth-to-3 programs. A checklist to assess program policies and practices will assist in monitoring program and individual changes impacting family-centered practices. The project will gather and analyze data to demonstrate the relationship between staff development, mentoring, and case-based learning and the provision of family-centered practices. Video guides will include information on the intervention process, IFSP process, embedding goals into family ways and rhythms, communication strategies, developmental guidance and previewing, strengths-based observation and dialogue, and advocating with the family for family-centered services.

Outcomes: Assessment and planning, information sharing, regular group and individual mentoring, and planned case-based learning opportunities will lead to changes in providers' attitudes, skills, and knowledge, which will impact the family's satisfaction with early intervention services. An indirect outcome will be the allocation of resources specifically related to ongoing staff development that is most effective in creating family-centered programs. A mentor facilitation guide, video mentoring modules and guides, and a book of case studies will benefit new and experienced mentors. An ethnographic review of growth and change perceived by service providers will contribute to process analysis and replication of mentoring.

Project REALIGN

Inservice Training Project
Grant No. H024P50038 (1995–98)
Fiscal Agency: The George Washington University

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Purpose: To develop an inservice training model that prepares multidisciplinary teams to provide inclusive options for children, ages 3 through 6 years, with disabilities.

Target: Multidisciplinary teams consisting of early childhood regular and special educators and education paraprofessionals, related service providers, administrators, and parents of children with and without disabilities.

Approach: The project will effect change at the service delivery and the system levels. At the service delivery level, grade-level multidisciplinary teams from preschool through first grades in targeted schools will design and implement inclusive options for young children with disabilities. At the system level, trainers will be prepared to conduct the Inclusion Team Training, thereby increasing the capacity of district personnel to sustain and expand inclusive options for children with disabilities. The project will develop and implement a core curriculum offering two levels of training. First, the Inclusion Team Training will focus on increasing the competency of multidisciplinary teams. Second, the Trainer Development Process prepares selected multidisciplinary team members for future leadership roles in the Inclusion Team Training.

Outcomes: At the project's conclusion, approximately 144 multidisciplinary professionals and paraprofessionals will be active members of 12 inclusion teams throughout Fairfax County, Virginia. Parents of children with and without disabilities will have participated in the inclusion training. Four schools will be able to offer a continuum of inclusive options from preschool through first grade. A cadre of trainer candidates will be prepared to support continued inclusion training in the school district. A participant and a trainer manual will be available for dissemination. Most importantly, a replicable inservice training model to prepare professionals and paraprofessionals from multiple disciplines to collaboratively develop inclusive options will have been developed, documented, and evaluated.

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Inservice Training Grant That Develops, Delivers, Evaluates, and Disseminates an Inservice Training Model for Teams of Collaborating Public School and Head Start Preschool Teachers

Inservice Training Project
Grant No. H024P50019 (1995-98)
Fiscal Agency: University of Idaho, Idaho Center on Developmental Disabilities

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Purpose: To meet the needs of teams which are serving culturally diverse young children, ages 3 through 5 years, in collaborative, inclusive settings.

Target: Teams of early childhood personnel, including certified teachers, parents, paraprofessionals, supportive services personnel, and administrators from public schools and Head Start programs.

Approach: In year one, the project will engage in two major activities. First, 10 public school and Head Start preschool teams will receive training and participate in an intensive follow-up phase. Twenty percent of these first teams will serve Native American children and another 20% will serve primarily Hispanic children. Second, video-taped examples of successful teaming, collaboration, activity-based learning, and family involvement in inclusive settings will be developed. During the second year, 20 teams will receive the inservice training cycle that was developed and refined in year one. The training materials will be further refined based on trainee feedback and staff evaluations. At the end of first 2 years, a trainer's manual with accompanying videotape examples and participant workbooks will be produced. In the third year, a training facilitator will be selected from each of the additional 20 teams to attend a 2-day workshop on directing a self-inservice program.

Outcomes: Four major outcomes will result from this project: (a) an inservice training package will be developed to assist public school preschool staff and Head Start personnel; (b) the 50 participating teams will increase their skills in collaborative teaming, activity-based learning, and family involvement in inclusion resulting in improved service delivery; (c) the modules will have been adapted to the Native American and Latino populations; and (d) the self-inservice training package will be developed for widespread dissemination.

Interagency Coordinating Council (ICC) Parent Training and Technical Assistance Project

Inservice Training Project
Grant No. H024P50026 (1995–98)
Fiscal Agency: Federation for Children with Special Needs

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Purpose: To provide training and technical assistance to parent representatives on state ICCs to enhance their skills as effective ICC members and to improve their support networks.

Target: Parents of children with special needs who are serving on state ICCs.

Approach: The project will provide formal training and will develop and field test leadership institute for ICC parent teams. The institute will offer independent study of topical modules, team preparation for a leadership seminar, an annual conference, development of individual and team action plans, and follow-up support and consultation. The independent study topical modules will focus on such topics as organizational culture and development, networking, roles of ICC parents, survival skills, negotiation, an overview to Part C, and technical skills development. The project also will provide information and resource referral support to ICC parents through a toll-free telephone service. The project will link parents with more experienced ICC parents, with parent leaders, and with professionals who can serve as advisors and mentors. The project also will disseminate the training and technical assistance models, including ways to adapt the programs for use by individual states.

Outcomes: As a result of this project a replicable training and technical assistance program will be available for all ICCs; parent representatives on state ICCs will be less isolated and have more support within and outside of their own states; parent representatives will be more effective ICC members; ICCs will be more effective because their members are better trained and supported; and parents will develop skills that are applicable beyond early intervention and ICCs, enhancing their effectiveness as members of their children's education and health teams.

The Confluences Inservice Project: Collaborative Influences For Excellent Services

Inservice Training Project
Grant No. H024P50023 (1995–98)
Fiscal Agency: The University of Montana

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Purpose: To stimulate community-wide efforts in rural communities to identify and strengthen effective early intervention services, and to plan and implement transdisciplinary collaborative strategies to meet new needs.

Target: Professionals and paraprofessionals serving young children: Part C service coordinators, preschool special education teachers, related service providers, Head Start staff, private child care providers, paraprofessionals, kindergarten and primary grade public school personnel, health care providers, administrators, and adult members of families of young children with disabilities.

Approach: The project will demonstrate the effectiveness of a rural inservice model which offers a 1-day workshop, participant carryover plans, and ongoing technical assistance. Project features include integration of collaborative practices into community coordination, transition, family-centered service, and inclusion; identification and accommodation of unique cultural issues by each inservice site; coordination of workshop planning with ongoing staff development efforts; intensive follow-along support by grant staff in collaboration with community liaisons; stipends to support family participation; and systematic evaluation of project impact through objective and qualitative measures. An average of 15 individuals will participate in each of 24 workshops, resulting in a total of 360 individuals receiving training. Continuing education and academic credit will be available.

Outcomes: The project will facilitate the development of committed, effective transdisciplinary teams. Long-term effects will include the streamlining of service delivery processes in rural communities by reducing unnecessary duplication of services and competition among agencies. The project will provide rural areas a replicable, affordable model for inservice training and follow up.

Enhancing Resilience and Adaptation: The E.R.A. Project

Inservice Training Project
Grant No. H024P50085 (1995–98)
Fiscal Agency: John F. Kennedy Medical Center

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Purpose: To enhance the adaptive behavior and resilience of children, ages birth to 5 years, with limited coping resources, and to support their families.

Target: Professionals, paraprofessionals, and families from early intervention and preschool programs in designated urban areas. Many of the families will have significant chronic stress related to homelessness, HIV/AIDS, histories of drug abuse, and adolescent parenting with inadequate social support.

Approach: Project ERA offers an inservice training initiative to build the capacity of agencies providing early intervention and preschool programs. The project uses a train-the-teams approach. During each grant year, 15 training teams from different agencies in a designated city will participate in an intensive, 1-week institute. Content areas for training will include (a) an overview of the coping process; (b) understanding parent-child transactions from an adaptational perspective; (c) assessing coping styles of young children; (d) developing the IFSP and IEP; (e) intervention guidelines to increase adaptation and resiliencies; (f) strategies and activities to facilitate specific adaptive behaviors in young children; (g) intervention based on the child's coping style; (h) methods to foster play and social development; and (i) problem solving using the ERA models. These 45 teams will then return to their local site and train other professionals and family members over the following 6 months. Project ERA will assist agency teams through co-teaching, consultation, and technical assistance during this on-site inservice period. A Train-the-Teams Self-Study Guide will be developed for distribution to the field.

Outcomes: Project ERA will impact the intervention and decision-making models that guide the delivery of services, as well as provide professionals and families with therapeutic procedures, strategies, and activities to promote social and adaptive skills. The project anticipates developmental progress by the children and an increase in resources and sense of well-being of participating families.

SEED Inclusion Training Project

Inservice Training Project
Grant No. H024P50087 (1995–98)
Fiscal Agency: University of New Mexico

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Purpose: To provide training to ensure high-quality services for American Indian children with special needs and their families in rural, underserved areas within full-inclusion early childhood settings.

Target: Paraprofessionals, primarily from Indian Head Start, who work with preschool children with special needs and their families.

Approach: The SEED Training Project is designed to meet existing needs of New Mexico Indian communities by (a) identifying early childhood inclusion training needs; (b) developing a mechanism for assessing the competencies of early childhood paraprofessionals; (c) enlisting community participation in the development of curriculum and training materials; (d) field testing materials to ensure their cultural relevance and effectiveness; (e) working with state agencies to incorporate the SEED model into both the early childhood licensure framework and the Early Childhood Associate of Arts degree curricula; (f) disseminating curricula and learning materials at state and national levels; (g) developing a mechanism for communities to access college-based training; and (h) providing technical assistance to encourage the replication of this project. Training will consist of on-site seminars, supervised field work, and competency assessment.

Outcomes: The model has the potential to significantly impact an estimated 1,250 Indian Head Start teachers throughout the nation and the more than 10,000 identified Indian preschool children with special needs whom they serve. In addition, the SEED project will provide a model for replication in other underserved, rural, culturally diverse communities.

Carolina Model Inservice Training Project

Inservice Training Project
Grant No. H024P50015 (1995–98)
Fiscal Agency: University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Center

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Purpose: To assist early intervention programs in applying a family-centered approach in their work with young children, ages birth to 8 years, with disabilities and their families.

Target: Teams of early intervention direct service personnel. Teams will be encouraged to include professionals, paraprofessionals, consultants, administrators, and parents.

Approach: Training will be conducted at the team level and will consist of a series of six workshops. Participants will be presented with practical ideas for implementing family-centered principles, practice applying family-centered principles through the case method, assess the degree to which they currently engage in family-centered practices in various aspects of service provision, and develop specific plans for improving their services at both the individual and team level. The model features (a) a team-based approach to training; (b) the active participation of parents in training; (c) the systematic development of plans for improving services at both the program and individual levels, and (d) use of the case method of instruction as a means of facilitating the application of family-centered principles to situations encountered in working with children and families. Heavy emphasis will be placed on evaluating training effectiveness.

Outcomes: An inservice training model that facilitates family-centered practices in early intervention service delivery will be developed, implemented, evaluated, and disseminated. An instructor's manual will be developed and distributed for use by other inservice training providers, which will describe the model in detail and provide teaching materials necessary for instructors to implement the model in whole or in part.

Inservice Training for Child Care Personnel and Early Intervention Professionals in Early Education

Inservice Training Project
Grant No. H024P50045 (1995–98)
Fiscal Agency: University of Toledo

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Purpose: To improve the quality of child care for young children ages 3 to 5 years, with disabilities.

Target: Early intervention (EI) personnel and child care administrators and providers who care for young children with special needs.

Approach: Early interventionists will be trained to provide technical assistance to child care providers through a model of collaborative consultation. Training goals for EI personnel include understanding implications of inclusive education; developing a general knowledge of consultation models and of the collaborative consultation model in particular; learning and demonstrating strategies to increase collaboration; and possessing and using interpersonal and communication skills that facilitate collaboration. Participants demonstrating competency in collaborative consultation skills will receive stipends and graduate credit. Child care providers and administrators will be trained on topics related to caring for young children with disabilities. Goals for child care personnel include understanding the special education process and the caregiver's role on an IEP or IFSP team; developing knowledge of typical and atypical child development and of characteristics of common disabling conditions; understanding, designing, and implementing developmentally appropriate activities, interventions, and materials; working with parents and respecting cultural diversity; and accessing community services. Participants completing the training will receive academic credit.

Outcomes: Training will be provided to 30 early interventionists who will serve as consultants to child care providers, and to 160 child care administrators and providers. This multidisciplinary, collaborative, community-based effort will improve the quality of child care for young children with disabilities and their families.

The Core Competency Project: A Statewide Systems Approach to the Inservice Preparation of EI/ECSE Personnel

Inservice Training Project
Grant No. H024P50014 (1995–98)
Fiscal Agency: Western Oregon State College

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Purpose: To provide a system of inservice training to assist early intervention (EI) and early childhood special education (ECSE) personnel in meeting competencies developed by the Oregon Department of Education.

Target: EI and ECSE supervisors, specialists, related service personnel, and assistants; and parents of children, ages birth to 5 years, with special needs.

Approach: The project model will establish a network of regional training centers which encompass all of Oregon. Project activities will seek to establish in Oregon, and in other states, an approach that will pair existing and new resources into a high-quality, statewide, replicable system to improve the quality of EI and ECSE personnel. The system will be developed through the following project objectives: (a) establishment of a statewide system to coordinate the delivery of existing inservice resources; (b) design of training materials in targeted core competency areas; (c) development and support of regional training centers; (d) preparation of training teams at each of the regional training centers to conduct a variety of training and follow-up support activities; and (e) nationwide dissemination of project information, results, and materials.

Outcomes: The project's system for inservice training and support will address the changing roles and responsibilities of personnel serving young children with disabilities in inclusive settings and the scarcity of inservice training in rural areas. Through project activities, training and follow-up support will be available throughout this primarily rural state.

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Inservice Training for Staff Serving Young Children With Disabilities and Limited English Proficiency: Constructive Interaction Around Books and Play

Inservice Training Project
Grant No. H024P50035 (1995–98)
Fiscal Agency: Washington Research Institute

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Purpose: To optimize the first and second language development of young children, ages 2 through 6 years, with disabilities who also have limited English proficiency (LEP).

Target: Bilingual and other paraprofessionals working with the target group and their families, especially those from cultural, linguistic, and racial minority groups.

Approach: The model will directly address the language development needs of children whose first language is Spanish or Vietnamese (Years 1 and 2); and other languages (Year 3) through the development of a prototype videotape. Training modalities will include peer coaching, oral presentation, informal discussions, videotapes, and on-site application of skills. A major training component will be presented on videotape that can be copied and diffused throughout a community or school district. The videotape will be designed so that it may be adapted for use by programs serving children and parents from any linguistic group. The project will also develop a training for trainers component to assist with model dissemination within small or large geographic areas. Dissemination will be enhanced because this project is based on an ecological model and will build on existing early childhood practices and typical parent/child interactions. Staff and parents will be provided with specific language facilitation strategies to use during picture book interactions and play, activities universally included in early childhood settings and in family interactions.

Outcomes: By capitalizing on current research in language development, developmentally appropriate practices, and bilingual education, the project will develop methods and materials for facilitating language and emergent literacy development in young children with developmental delays and LEP through increased skill development in language facilitation by paraprofessionals and parents.

E.X.C.E.P.T.I.O.N.A.L. Challenge Project

Outreach Project
Grant No. H024D60034 (1996–99)
Fiscal Agency: Sonoma State University Academic Foundation

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Purpose: To assist states in addressing the shortage of qualified preschool and child care personnel to serve young children, ages birth through 5 years, who have or are at high risk of developing disabilities.

Target: State and regional teams representing the Part H lead agency, state education agency, child care lead agency, prominent parent organizations, and other relevant networks.

Approach: The project focuses on the need for intensive training to improve child care services to children with disabilities and their families. The project addresses this need on three levels: (a) statewide planning, through planning, evaluation, and technical assistance; (b) state/regional interagency training of trainers; and (c) community college training of instructors. The project proposes to employ the following strategies in their approach: ensure that interagency teams include representatives from the targeted groups; model parent-professional coordination in all activities; include public awareness, product development and dissemination, site development, training, and technical assistance activities in each state; and adapt the training for native speakers of Spanish and Chinese.

Outcomes: The impact in meeting needs of children with disabilities and their families is in several areas: the numbers of states and key individuals to receive training and technical assistance (6 states, 60 state-level staff, and 250 state or regional level interagency interdisciplinary staff persons; and a minimum of 1,360 local leaders); the inclusion of New York (which accounts for approximately one tenth of the nation's children with disabilities); the focus on basic curriculum adaptations for the nation's largest ethnic/linguistic minority groups; and the inculcation of the materials into the community college curriculum. The project will impact the individuals served, state-level representatives, community college instructors, regional interagency leaders, local providers, and families.

LEAP Outreach

Outreach Project
Grant No. H024D70025 (1997–00)
Fiscal Agency: Early Learning Institute

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Purpose: To provide training in the LEAP model which features a behaviorally and developmentally appropriate practice approach for teaching young children with special needs in an integrated setting, and to develop a network of replication sites.

Target: Regular and special preschool educators, speech-language pathologists, occupational therapists, physical therapists, teacher assistants, and family members in preschool integrated settings and day care and Head Start programs serving young children with special needs and their families.

Approach: The LEAP model features: (a) a comprehensive one-week assessment for target children that results in individualized programming for 24-hour intervention; (b) a developmentally appropriate curriculum planning process that results in lessons that are applicable to groups of children from 12 to 72 months in developmental functioning; (c) a systematic method for teaching typical children to intervene successfully with their peers with autism; (d) a modularized approach to parent participation in which the learning of specific parenting and advocacy skills is evaluated at LEAP, in the home, and in community settings; (e) a systematic plan for the transition of children to regular class settings; and (f) the use of comparison group and multiple baseline designs to document the effects of specific program components.

Outcomes: During the first project year, six replication sites will be developed, which will include: training approximately 90 program personnel in model implementation; initiating developmentally integrated services for approximately 320 children with disabilities (primarily children with autism); and coordinating local involvement with state early childhood plans, systems change efforts, and personnel training initiatives. The project estimates that residential services can be deferred for all replication site children; that 50% of the children with autism can be placed in regular education settings within 2 years; and that 50% of these children will function within normal developmental limits within 2 years.

Participate Outreach

Outreach Project
Grant No. H024D50065 (1995–98)
Fiscal Agency: University of Colorado Health Sciences Center

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Purpose: To provide on-site training and technical assistance to parents, local school districts, and child care programs to utilize the Project Participate model to address barriers to full participation in inclusive preschool settings for young children, ages 3 to 8 years, with developmental disabilities.

Target: Initial targets will be interdisciplinary teams from Colorado school districts and early childhood programs which serve children with low-incidence motor and sensory disabilities and who are from minority populations. Teams will include administrators, teachers, related services personnel, and parents.

Approach: Focus on training interdisciplinary teams in a problem-solving, decision-making process. The project will provide training and technical assistance to six sites each year. This training will include an overview of the project model focusing on active participation through the successful use of assistive technology; on-site consultation, training, technical assistance, and follow-up; and ongoing support and information sharing through a newsletter, telephone consultation, sharing experiences across sites, and an annual conference. The participation of parents as equal team members will be modeled and emphasized.

Outcomes: Training participants will demonstrate increased knowledge and skills in inclusion and the use of assistance technology, including these 3 competency areas: principles of family-centered, culturally competent, coordinated care; the development of inter/transdisciplinary teams and principles and of function-focused assessments and interventions; and the use of natural supports and community-based services to support inclusion. Early intervention staff and family members will gain skills in collaboration and interdisciplinary problem solving, and program administrators and supervisory staff will gain skills in consultation and interdisciplinary teamwork to support efforts to enhance children's participation. Training materials will be developed and disseminated, and evaluation instruments will be further validated and disseminated.

The Spectrum Project — Families and Teams Together: Improving Information Sharing and Program Planning Processes

Outreach Project
Grant No. H024D60007 (1996–99)
Fiscal Agency: The Regents of the University of Colorado

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Purpose: To facilitate family participation in assessment and program planning processes to improve services for young children with disabilities and their families.

Target: Preservice early intervention professionals, higher education faculty, regular special education personnel, and family members of children with disabilities or developmental delays.

Approach: The project will create individual level change for all team members (preservice and inservice professionals, family members, and higher education faculty) by helping them to reflect on their current philosophies and practices pertaining to family-directed practices and to develop skills and action plans for implementing changes. On the team level, the project will help each individual's self-reflections and goals to be integrated into an overall team self-reflection, skill-building, and action planning process. As a part of this process, teams will identify systems-level resources and needs that must be addressed in order to implement family-directed information sharing and program planning processes. The training process models the philosophy of full family participation by being designed for delivery by parent/professional training teams and for the participation of family members providing a variety of perspectives.

Outcomes: The project will increase the number of professionals, higher education faculty, families, and early childhood assessment teams who understand and infuse family-directed, cross-cultural practices; increase the number of local interagency councils that are providing interdisciplinary personnel preparation programs; increase the number of early childhood assessment team members, family members, and higher education faculty who are collaborating to in other personnel preparation efforts; and increase state-level technical assistance and personnel preparation providers' awareness of current practices and needs pertaining to family-directed, cross-culturally competent information sharing and program planning.

Western Regional Faculty Institute for Training (WRFIT)

Outreach Project
Grant No. H024D50045 (1995–98)
Fiscal Agency: University of Colorado Health Sciences Center

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Purpose: To expand the capacity and role of higher education faculty in meeting community-based training needs in the early intervention.

Targets: Selected faculty from institutions of higher education from 13 states and 4 jurisdictions in the western part of the United States.

Approach: The project will use faculty development methods identified by the 4 regional faculty institutes funded by EEPCD from 1992 through 1995. Components of these methods include ongoing liaison with a UAP-based state contact person to assist with needs assessments, identification of participants, and information dissemination within the state; provision of an intensive 3-day training seminar in early intervention content areas and in best practices in adult learning; incentives and supports for faculty capacity building and involvement in community-based training; a mini-grant program to allow faculty to implement and evaluate training techniques; and dissemination of materials and resources. A computerized, annotated database of information about key faculty in early intervention, innovations in birth-to-3 programs, curriculum materials, and other training resources will be developed and made available to faculty and program planners.

Outcomes: The project will increase the capacity of higher education faculty in western states and jurisdictions to conduct high-quality, culturally competent training in early intervention, and will increase their involvement in ongoing early intervention training. Project activities also will increase the ability of faculty and programs planners, including Part C coordinators, to rapidly identify resources, including faculty, for early intervention training.

Niños Especiales Outreach Project for Preschool-Age Children

Outreach Project
Grant No. H024D50023 (1995–98)
Fiscal Agency: University of Connecticut Health Center, School of Medicine-Pediatrics

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Purpose: To disseminate information about and training in the Niños Especiales Program service model to preschool programs serving children with disabilities and their families of Puerto Rican heritage.

Target: Service providers who design, implement, and/or evaluate preschool special education services for children with disabilities and their families from Puerto Rico. These providers will include teachers, administrators, therapists, paraprofessionals, and families from preschool special education, Head Start, and day care programs.

Approach: Training, in the form of bi-weekly workshops, will be provided to the targeted audience in the following elements of the program model: cultural sensitivity, family-centered orientation, interagency collaboration, transdisciplinary services, and transition to preschool. Long-term training will be provided to develop skills in culturally sensitive intervention services and, combined with technical assistance, to enable early intervention and preschool programs to replicate the service components. For example, institutes designed to further model replication will be held for groups of 10 to 15 teachers. Each year 4 institutes, each consisting of five training sessions, will be conducted and follow-up and support provided. Evaluation will document changes as a result of training across participants, programs, and children and families.

Outcomes: The project will develop an early intervention service model into a preschool service model and will disseminate and replicate this new model. As a result of training in this model, program personnel will improve the quality of services they provide through their preschool programs to children with disabilities and their families of Puerto Rican heritage.

Delivering Individualized Support for Young Children With Autism: Outreach for State Service Systems

Outreach Project
Grant No. H024D70040 (1997-00)
Fiscal Agency: University of South Florida

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Purpose: To assist state systems in implementing components of a model demonstration program developed to provide comprehensive and effective support.

Target: Children, ages birth to 3 years, with autism and their families, early intervention providers, administrators, and state systems providing services to these children.

Approach: The project will develop early intervention supports that can be delivered through the Part C system. The model operates as an adjunctive model to build the capacity of families, early intervention providers, child care providers and communities to meet the unique and often intensive needs of young children with autism. The model provides for the development of a child's communication, social inclusion, and family support within natural contexts; through family-guided developmental and ecological assessment, functional assessment of problem behavior, person-centered planning, comprehensive support plans, focused and communication-based intervention, and longitudinal support for families and community inclusion. Awareness workshops, an active Web site, and journal articles will synthesize existing knowledge pertinent to family issues, optimal outcomes, and service integration.

Outcomes: State agency personnel, program administrators, early intervention providers and families will increase their knowledge and practice of elements of comprehensive support and effective early intervention practices. Effective approaches in supporting children with autism and their families will be extended in multiple states. Project evaluation will provide an effective and replicable model for providing comprehensive support for young children with autism and their families.

Development Therapy—Developmental Teaching: An Outreach Project for Young Children With Social-Emotional-Behavioral Disabilities

Outreach Project
Grant No. H024D70035 (1997-00)
Fiscal Agency: University of Georgia

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Purpose: To improve competencies of children with social-emotional-behavioral disabilities, their families, and early intervention and preschool personnel serving them.

Target: Children, ages birth to 8 years, with social-emotional-behavioral disabilities, their families, the early childhood and preschool professionals and paraprofessionals providing services, and state agencies coordinating service delivery.

Approach: The Developmental Therapy-Developmental Teaching model emphasizes enhancing adults' skills at each stage of social-emotional-behavioral development: selecting and conducting developmentally appropriate activities; designing individual objectives for increased competence; increasing interpersonal skills; strategies for team building; selecting developmentally appropriate behavior management; using assessment instruments with reliability; establishing a Developmental Therapy-Developmental Teaching criterion-referenced evaluation system; and using an observational rating inventory to measure teachers' use of specified practices. The project utilizes practices that embrace a view that learning and personality development are inseparable. The model can be used in conjunction with regular pre-academic curricula; can be successfully implemented by families; and is applicable for children with and without disabilities since it focuses on normal developmental milestones. This outreach project focuses on various program options including inclusive and pull-out settings.

Outcomes: Personnel will increase their understanding of and skills to foster social-emotional development and create positive environments. Children will increase their social competence and social-emotional-behavioral development. Project findings will contribute knowledge to the field about serving young children in inclusive, pull-out, and special settings.

FACETS: Family-Guided Approaches to Collaborative Early Intervention Training and Services

Outreach Project
Grant No. H024D70028 (1997-00)
Fiscal Agency: Valdosta State University

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Purpose: To replicate and disseminate a model for family-guided, activity-based service delivery practices in rural settings

Target: Children, ages birth to 3 years, with disabilities, their families, staff in early intervention and community programs, state-level agencies and professional associations, and national audiences.

Approach: The model consists of five components: (a) family-guided, activity-based intervention; (b) use of daily routines as a context for intervention; (c) developmentally appropriate, child-centered intervention strategies; (d) involving care providers in teaching/learning; and (e) interagency/interdisciplinary team planning and progress monitoring. The project will involve state agencies and local interagency coordinating councils to insure continued efforts. Project personnel, cooperating state-level agencies, and identified programs will develop a long-term (one year) training plan and follow-up assistance, individualized for state and program needs. Personnel in rural areas will participate in both didactic and interactive training. Team-developed plans will offer participants increased personal knowledge and skills in family-guided, child-centered approaches and working together. A technical assistance unit will continue training after the model implementation is finished.

Outcomes: Children and their families will benefit from the use of this routines-based, family-guided, child-centered, and developmentally appropriate rural service delivery model.

Pacific Outreach Project to Provide and Improve Services for Culturally Diverse Children Ages Birth to 8 With Disabilities Using a Family-Centered, Transdisciplinary, Transagency Service Model

Outreach Project
Grant No. H024D60030 (1996–99)
Fiscal Agency: University of Hawai'i at Manoa

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Purpose: To improve services to culturally diverse children, ages birth through 8, with disabilities and their families by using a family-centered, transdisciplinary, transagency model.

Target: Professionals, families, advocates, students, and the public.

Approach: The project will provide information about services to children and families, and strategies to help them reach their optimal level of development. Training will be conducted at 3 levels: (a) awareness training at conferences, early childhood programs, and community organizations; (b) replication training and follow-up technical assistance; and (c) training for trainers workshops. Interactive training will be offered: cultural diversity and competence; family-centered services; transdisciplinary, transagency service delivery model; transagency service coordination; characteristics of children who are at-risk and children who are resilient and their families; substance abuse; culturally diverse children who are at risk and their substance-abusing families; working with children who are HIV infected or affected and their families; center- and home-based intervention; family services and programming; and team development.

Outcomes: Participants will gain an understanding of the diverse characteristics, issues, and needs of families. They will learn skills in coordinating their efforts as a member of a program team within their agency and as a member of a service coordination team at the community level. Administrators, families, and staff will have an opportunity to learn about and to experience how culturally competent and clinically sound early intervention and early childhood services can become a reality.

Expressive Arts Outreach

Outreach Project
Grant No. H024D70014 (1997-00)
Fiscal Agency: Western Illinois University

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Purpose: To integrate and replicate model based on developmentally appropriate experiences in the expressive arts with an emphasis on visual arts.

Target: Children, ages 3 to 8 years, with a wide range of disabilities, their families, and early childhood professionals who work with them.

Approach: The project will enhance the knowledge and skills of families, professionals, and early childhood decision makers so they can effectively use developmentally appropriate art activities for young children and adaptations for children with severe disabilities. The project will serve as a national resource and information exchange for art-related materials and products for youngsters with disabilities. Low- and high-tech adaptations are incorporated in the ArtExpress curriculum. Three days of intensive competency-based training based on needs assessment will take place. Dissemination strategies will include teleconferencing, a home page on the World Wide Web, e-mail, and satellite television as well as more traditional strategies. Training strategies include videotape case studies and other methods.

Outcomes: Awareness of the potential of expressive arts applications will increase. As programs gain access to this model, the number of trained personnel will increase, and more children will acquire competencies to use the expressive arts and related adaptations as tools to impact their environments. Program personnel and families will have access to tested, successful materials reflecting new practices. States will have access to the training offered by the Expressive Arts Team in their efforts to meet the criteria of IDEA. State early intervention personnel will use the information and data related to expressive arts applications in making decisions that will include art components in plans and programs. Networking and coordination will multiply the positive effects of EAO services and result ultimately in higher quality services to young children with disabilities and their families.

Family and Child Transitions Into Least Restrictive Environment (FACTS/LRE)

Outreach Project
Grant No. H024D50048 (1995–98)
Fiscal Agency: University of Illinois at Urbana-Champaign, College of Education

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Purpose: To promote and improve interagency coordination and collaboration in the transition of children with developmental disabilities at age 3 from early intervention to preschool special education or community programs, and in the transitioning of services from public schools to community settings.

Target: Training will be provided to community-based teams composed of family members, the local interagency council (LIC) coordinator, and representatives from each early intervention agency, from each local education agency, from the child care resource and referral service (CCR&R), and from Head Start. Other targets of project activities include personnel at state agencies and organizations, including the department of education, the Part C lead agency, interagency coordinating councils (ICCs), Parent Training and Information Centers, and a number of national organizations with broad dissemination capacity.

Approach: The project will provide technical assistance through (a) consultation to state ICCs and state agencies; (b) team-based training organized through LICs; and (c) team-based training organized through CCR&R networks. Each team-based training will focus on either transitions for children turning 3 and writing community-level interagency agreements or on natural settings and least restrictive environments for children from birth to 5. Training will be provided to community teams working on interagency transition agreements and/or on expanding services into natural settings. Follow-up technical assistance will be provided to each team.

Outcomes: As a result of project activities, state and local policies, programs, and practices for transitioning young children with disabilities between service systems and to community-based settings will improve. Project workshops and materials will reach many more agencies and individuals, ultimately benefitting young children with disabilities by optimizing their chances for success in new service programs.

LitTECH Interactive

Outreach Project
Grant No. H024D70020 (1997-00)
Fiscal Agency: Western Illinois University

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Purpose: To replicate a developmentally appropriate interactive technology literacy curriculum model in early childhood special education programs serving young children with mild to moderate disabilities.

Target: Children, ages 3 through 6 years, with mild to moderate disabilities, their families, and early childhood special education personnel serving them.

Approach: The project will train participants to implement the model in the early childhood special education program, through direct or train-the-trainer strategies. Training strategies include a traditional, on-site, trainer-trainee model; a home page on the World Wide Web; e-mail; an electronic bulletin board; and a toll-free telephone number to support and continue the service. Training modules include: emergent literacy, design, and management of the computer center to support literacy concepts; choosing children's software; methods to use and select interactive software; using HyperStudio to author programs that connect real-life experiences to learning; and adult computer applications that support the LitTECH curriculum.

Outcomes: Families, professionals, and the general public will increase their awareness of LitTECH and the potential of interactive emergent literacy practices. Acceptance and use of these practices will increase. Children will gain emergent literacy skills through the use of technology. Personnel trained in the implementation of the model will gain skills in promoting basic emergent literacy concepts integrated together with communication and social interaction. Access to materials reflecting best practices will increase. Families and professionals from a variety of disciplines will acquire competencies in emergent literacy practices and computer technology. Children will increase their skills and competencies and their control over their environment through their inclusion in emergent literacy activities. States will have access to training in the implementation of an effective and replicable model.

PIWI Outreach: Facilitating Development Through Parent-Infant Play Groups

Outreach Project
Grant No. H024D60042 (1996–99)
Fiscal Agency: Children's Research Center

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Purpose: To assist early intervention personnel to facilitate child development through parent-infant play groups.

Target: Children with disabilities and their families, service providers, state departments, state lead agencies for Part C, and the early intervention field.

Approach: The project will address the need for early intervention personnel to develop play groups reflective of family-centered values. The project will approach this need by developing and nationally disseminating a set of training materials describing the guidelines, format, and procedures for implementing a parent-child play group model; and by implementing a systematic training approach through a training of trainers model in order to develop replication sites. The model is based on a two-tier interactional framework, the primary tier being the parent-child relationship and the second tier being the interventionist's relationship with the parent-child dyad. Project training components include the provision of developmental guidance through the process of interaction intervention; assistance to parents in embedding goals into natural play and caregiving routines; promoting pleasurable, developmentally appropriate dyadic interaction as a context for development and learning; and using a parallel scaffold in which strategies are designed to mirror one another within the parent-infant dyad and the interventionist-parent dyad. Through using the model with dyads having a broad range of characteristics, the guidelines and materials developed will be useful with a variety of populations.

Outcomes: PIWI Outreach will provide a dynamic, replicable model for implementing a philosophy-based approach to parent-child play groups. Through this training, early interventionists will strengthen their service provision by recognizing and enhancing the foundation of early intervention practice; the relationships between parent and child, and the relationship between dyads and interventionists.

SPARK!: Skills Promoted Through Arts, Reading and Knowledge

Outreach Project
Grant No. H024D70012 (1997-00)
Fiscal Agency: Children's Research Center

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Purpose: To address the needs of an increasingly culturally diverse population by providing a preschool curriculum model designed to provide teachers with a creative diverse ethnic arts curriculum, and training and support for teachers and families.

Target: Urban and rural Head Start, inclusive early childhood, and early childhood special education programs, the personnel working in these programs, and the children and families served by them.

Approach: The training modules prepare teachers to meet these challenges of diversity in culture and in skill level. The SPARK Creative Arts Curriculum provides developmentally appropriate activities based on books and folk tales from many cultures. The outreach design consists of six major steps: (a) awareness and site selection; (b) planning of the individual site plan; (c) implementation of training; (d) technical assistance; (e) evaluation of outreach implementation; and (f) dissemination of information. The project used 619 Coordinators in the states to identify sites. Two enterprise communities and 2 empowerment zones are among the identified sites.

Outcomes: Children's learning and abilities to succeed at their own skill level will be improved. Children from different cultural backgrounds will increase engagement in interesting, process-oriented activities. Families' involvement in their children's education will be increased. Teachers' use of effective teaching practices to meet the widely diverse skills of young children with disabilities will increase. Supervisors will be able to observe teachers' implementation of the model and to train new staff to use the model. State departments of education will institute or have available a new model of developmentally appropriate and culturally appropriate practice for young children with disabilities and their families.

Project SLIDE: Skills for Learning Independence in Developmentally Appropriate Environments

Outreach Project
Grant No. H024D50053 (1995–98)
Fiscal Agency: University of Kansas

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Purpose: To disseminate a validated model of strategies for facilitating the transition and integration of young children with disabilities into regular early elementary classrooms.

Target: School district and other local education agency personnel; and teachers in special and regular education settings serving children with mild to severe disabilities in their final year of preschool or in kindergarten or first grade who are preparing to or have just transitioned to the next educational setting.

Approach: The model is comprised of 3 sets of components: *core components*, the strategies needed within sites to facilitate integration, such as asssessment techniques for determining skills needed by children, and appropriateness of classroom environments, classroom intervention strategies that support integration, strategies for promoting interagency collaboration, and strategies for enhancing family involvement these efforts; *support components*, the activities required to maintain high-quality implementation at replication sites, such as multiple training options, the provision of site-based technical assistance, ongoing program monitoring, and coordination with the state's Comprehensive System of Personnel Development (CSPD); and *replication components*, the activities that promote model dissemination such as public awareness, site identification, and a site adoption process in which key stakeholders determine how the model can be tailored to meet the needs of children and families from diverse cultural groups.

Outcomes: The project model will be replicated at 3 local sites and 2 outreach sites in year 1, at 4 additional sites across the country in year 2, and at 4 or more additional sites in year 3, which should improve the short- and long-term outcomes for the students at these sites, decrease students' needs for special education services 1 and 2 years after intervention, and increase teachers' and administrators' satisfaction.

Project STAIRS Outreach Project

Outreach Project
Grant No. H024D50047 (1995–98)
Fiscal Agency: University of Kansas

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Purpose: To assist state and community early childhood agencies to systematically identify and address barriers to the effective inclusion of young children with low-incidence and/or severe disabilities.

Target: Three local education agencies (LEAs) responsible for providing early childhood special education (ECSE) services in a rural community and the corresponding state education agency (SEA) in each of six predominantly rural states, and representatives of families, day care and Head Start programs, and other key stakeholders in these communities.

Approach: Within each participating community, an outreach technical assistance plan will be developed by a team of representatives of the targeted audience (see above). The project will provide outreach services related to 4 components of a model of supports needed for preschool inclusion: administrative supports, family choices and decision-making supports; supports for implementing IEP and IFSP programs in inclusive settings; and supports for positive peer interaction and social relationships. The outreach services provided will reflect the needs prioritized by the participating state and community agencies and may include team inservice training, collaborative consultation, facilitated networking, and facilitated access to informational resources. Distance learning technologies will be used.

Outcomes: The project will directly impact 6 SEAs and 18 LEAs according to the goals and associated services specified in their individualized outreach service plans. Each state should develop a long-range plan for supporting the delivery of ECSE in inclusionary settings and should document observable accomplishments.

Project STEPS: National Outreach

Outreach Project
Grant No. H024D60011 (1996–99)
Fiscal Agency: University of Kentucky

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Purpose: To assist states in developing a statewide transition system for children, birth through 8 years of age, with disabilities.

Target: State-level personnel, transition facilitators, and local program administrators.

Approach: Using existing state, regional, and local agencies, the project will assist in building statewide interagency systems for the transition of children from early intervention to preschool programs, and from preschool to primary programs. The STEPS model provides a systematic process through 4 basic components that facilitate successful transitions: administration, staff development, family involvement, and child preparation. The project will assist in creating statewide transition systems that will provide training and technical assistance (TA) in the development of a state transition plan; will develop a network of transition facilitators who have knowledge and information needed to provide training and TA to local communities on transition issues; and will develop pilot communities within the state that use the STEPS model and the policies and procedures developed through the state transition plan. The project will provide liaison support to states which have established a transition coordinator position within the state, and will host an annual transition forum with follow-up consultation to provide states with information, training, and TA on transition issues and on developing state plans. From the national transition forum, the project will develop an annual report that will describe issues and strategies for addressing transition issues associated with interagency collaboration. The project will disseminate information and products through a variety of activities at the national and state levels.

Outcomes: Participating states will have developed a state plan and policy for early childhood transition, a statewide training and TA system, and local pilot sites. States which have already established systems through Project STEPS, and which have created state level positions to continue the work of the project, will receive ancillary support from project personnel.

Earliest Intervention: Setting the Stage for Success

Outreach Project
Grant No. H024D50011 (1995–98)
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Purpose: To replicate the Newborn Individualized Developmental Care and Assessment Program (NIDCAP) at the Newborn Intensive Care Units (NICUs) at 4 sites serving inner-city, poor populations from minority backgrounds and to develop, produce, and disseminate training and replication materials for use at 4 additional sites in each of project years 2 and 3.

Target: A core group of NICU professionals at participating sites who have at least master's level professional preparation in one of the developmental disciplines, as well as a master's level nurse and/or a neonataologist.

Approach: Integration of the NIDCAP model into NICUs is successful in improving outcomes for high-risk infants with disabilities and for their families, especially those from minority backgrounds. The project will focus on 3 components that are neces-sary to the successful implementation of the NIDCAP model: site development, the training of core training teams, and the connection between the NICU and the community. Project personnel will develop core training teams at each of 4 sites during each project year, who in turn will develop their sites and provide NIDCAP training to those involved in the day-to-day care of infants in the NICU and their families. Project staff will produce and disseminate training and replication materials for use beyond the first year and will evaluate the effectiveness of the outreach activities.

Outcomes: During the first project year, 4 inner-city NIDCAP intervention centers and training sites will be established, thereby improving the care deliv-ered by more than 400 NICU professionals and potentially improving the outcomes for at least 1,000 inner-city infants and their families. The connection of services between the NICU and community, regional, and state agencies will be improved, with enhanced personnel preparation for more than 500 early inter-vention professionals. Manuals, videos, and other products will be available for use by centers beyond the first project year.

Multi-Statewide Outreach: Technical Assistance Teams to Address Challenging Behavior

Outreach Project
Grant No. H024D70015 (1997-00)
Fiscal Agency: University of Minnesota

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Purpose: To establish networks in 3 states for the intervention and prevention of challenging behavior in young children with disabilities.

Target: Professionals and paraprofessionals, teachers and administrators, regional IHEs, parent/family organizations, local technical assistance teams, and parents and family members of children with disabilities who exhibit challenging behaviors.

Approach: Local school districts will establish interdisciplinary technical assistance teams to assist parents and professionals with children who exhibit challenging behavior. Universities in New York, Minnesota, and Tennessee will select regional colleges, universities, and school districts to participate. The 3 state universities will each host 5-day summer institutes to train faculty from the regional colleges or universities to provide preservice training in the area of challenging behaviors. Representatives from the local school districts and parents/family advocates will also attend the institutes. During year one, the three principal universities will provide inservice training and technical assistance to the local school districts. The regional universities will then remain as the primary resource for preservice, inservice, and technical assistance to the now established teams. This process will be repeated with additional colleges and school districts in years 2 and 3.

Outcomes: This model will produce statewide networks of well-maintained and independent programs that can reduce public schools' reliance on reactive (crisis driven) technical assistance.

Project Dakota Outreach to Disseminate and Replicate Family-Centered, Community-Based Early Intervention Practices

Outreach Project
Grant No. H024D50024 (1995–98)
Fiscal Agency: Dakota Incorporated

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Purpose: To replicate the Project's model components through tailored technical assistance with state leaders and local programs.

Target: The project will work with early intervention personnel and/or programs in the following areas: New York City (Bronx); New York State; Houston; Rio Grande Valley; Minneapolis/St. Paul; and the State of Minnesota.

Approach: The project has four major goals. First, in New York, to assist early intervention leaders and selected programs in the Bronx in incorporating tailored and responsive IFSP evaluation and assessment practices, and to enhance the competence and confidence of state regional training teams in critical IFSP issues and evaluate their impact on local teams. Goal 2 focuses on Texas, including assisting Houston's infant program in defining natural settings and supports and incorporating them into early intervention service delivery; helping Rio Grande Valley to design a transdisciplinary and transagency team model; and documenting proven strategies for natural settings for statewide use. Goal 3 is to enhance the competence of direct service staff in Minneapolis/St. Paul to link with community cultural resources for service flexibility, inclusion, and culturally sensitive IFSPs; and to work with state leaders to in planning a statewide family leaders conference, designing a new family support system, and advising the plan for comprehensive system for personnel development. Goal 4 focuses on national dissemination and preparing information packets and training materials.

Outcomes: In each state, personnel will gain a better understanding of specific early intervention strategies and methods resulting in more family-centered and effective service delivery.

Project COACH Outreach: Transdisciplinary Consultation/Coaching Training for Building Infant/Toddler Teams and Linking to Part B to Promote Services to Natural Environments Outreach Project

Outreach Project
Grant No. H024D60054 (1996–99)
Fiscal Agency: University of Southern Mississippi

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Purpose: To encourage best practices in early intervention for infants, toddlers, and preschoolers and increase family-centered options in Mississippi.

Target: Local early interventionists.

Approach: The project will promote the use of natural settings by focusing on the development of specific consulting and teaming competencies: ecological assessment, coaching, communication, planning, problem solving, leveraging resources, and coordination. Training will also include using individualized coaching to address the unique needs of the child, family, and caregiver in either family- or center-based child care. This method is used to increase skills and provide program-specific support to regular early childhood professional and para-professional staff and parents. Through a variety of training strategies, including mentoring in the field, the training will first reach local providers at a center in a central Part C service district, and then be expanded through the Part C network across the state. The model site and staff will serve as ongoing mentors and demonstrators, while an itinerant mentor team will be based at the center led by a trained Project Coach team leader. They will work in community sites such as child care centers, Head Start programs, family day care, and homes. Emphasis will be placed on demonstrating key competencies in assessment and intervention within this model, especially the delivery of services in group care. During years 2 and 3, the project will train additional teams to ensure that all regions of the state are represented.

Outcomes: Four anticipated outcomes include: (a) an increase in consultation/coaching and transdisciplinary team coordination skills of professionals at the inservice level; (b) the provision of models for training professionals teams at the local level; (c) delineation and refinement of training methods and materials; and (d) evaluation of model effectiveness and dissemination of results and products from the project.

Child Care plus+: An Outreach Project Providing Training and Technical Assistance to Child Care and Preschool Programs

Outreach Project
Grant No. H024D50063 (1995–98)
Fiscal Agency: University of Montana

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Purpose: To provide training and technical assistance to child care and preschool programs that include young children, ages birth to 5 years, with severe disabilities and/or challenging behaviors, and to incorporate a train-the-trainer approach so that the model can be replicated thereby increasing the number of trainers available to early childhood providers.

Target: Child care providers and early childhood education professionals, families of children with disabilities, child care resource and referral (CCR&R) programs, and early intervention professionals.

Approach: The Child Care plus+ design includes provision of the following outreach activities: awareness, product development, dissemination, training, technical assistance, replication, and coordination with local, state, and national resources. Three features will added to promote continuation of the project. First, a demonstration site will be established on the University of Montana campus to serve as a training site and to further develop the model through the incorporation of current trends and issues. Second, during the first project year, project personnel will replicate the model in South Dakota and Louisiana, identified Empowerment Zones and Enterprise Communities. A minimum of five child care programs will be selected as replication sites in both of these areas. Finally, a train-the-trainer approach will be undertaken focusing on rural and economically disadvantaged areas. During years 2 and 3 of the project, project staff will conduct four 5-day train-the-trainer events, after which each participant will be expected to work with three to five child care and preschool programs to replicate the model.

Outcomes: More than 80 trainers will be prepared to replicate the model. Over the 3 project years, an estimated 200 child care programs and the families whose children with disabilities are enrolled at these programs will benefit from replication of the project model stemming from project activities.

CO-TEACH Early Intervention Outreach Project

Outreach Project
Grant No. H024D60019 (1996–99)
Fiscal Agency: University of Montana

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Purpose: To increase the capacity and effectiveness of early intervention service providers, including those in areas characterized by poverty and cultural diversity.

Target: Family support specialists serving infants and toddlers; special education teachers supervising or providing direct services to preschool, kindergarten, and elementary students; general education teachers; child care providers; paraprofessionals; specialists providing ancillary services; families; and administrators.

Approach: The CO-TEACH model is a comprehensive early intervention model of services for children with disabilities of all types, birth through 8 years, with a primary focus on inclusive preschool services. Originally designed for use in rural areas, the model provides an easy-to-use, low-cost program that is particularly applicable for use in poverty-stricken areas and among diverse cultural groups. The model is characterized by flexible child and family support methods that can readily incorporate local cultural values and practices. The incorporation of informational videos of individual children minimizes literacy requirements of the families and enhances transition into inclusive kindergartens. The project's outreach process utilizes 2 major technical assistance activities (including a sequence of workshops and site visits) and follow-along activities. Developed in response to the demands of best practices as well as current educational need, CO-TEACH components include family-centered services; collaborative teaming; health, safety, and accessibility; IFSP/IEP management; positive behavior management; social skills; transition; inclusion curriculum; and video technology.

Outcomes: The overall effects of the project will include enhancing the capacity of sites to provide inclusive early intervention; disseminating and replicating an effective early intervention model; and demonstrating the model's effectiveness and adaptability in urban areas characterized by poverty and/or cultural diversity.

TIME (Training in a Manila Envelope): A Child Care Plus+ Outreach Project to Expand Care and Education Options for Young Children With Disabilities and Their Families

Outreach Project
Grant No. H024D70006 (1997-00)
Fiscal Agency: University of Montana

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Purpose: To replicate and disseminate a training model that addresses the needs of child care providers in rural areas and promotes adoption of inclusive program policies and practices.

Target: Child care providers who educate children, ages birth to 5 years with disabilities (including low-incidence disabilities), in rural areas in family child care homes, child care centers, and other community settings.

Approach: TIME uses a proven curriculum that promotes adoption of inclusive program practices and policies, and the development of skills that directly foster inclusion. TIME provides an educational framework for preparing providers to supplement Part C/Section 619 services for young children with disabilities and their families. This model develops the skills of providers currently caring for and educating young children with disabilities as well as providers who have not had this opportunity. This model incorporates effective elements of adult learning and individualized self-study, using sequential learning segments and activities. The model fosters ongoing relationships among providers, families, therapists, and specialists. Learning facilitators will be chosen primarily from CCR&R programs that have successfully outlined training priorities and improved the quality of early childhood programs. Families and other professionals in communities will participate in training. Community advisors will foster project relationships with individuals and agencies providing Part C/Section 619 services. Technical assistance will be available via e-mail, phone, videotaped consultation, on-site visits, and replication follow-up.

Outcomes: The number of programs that are prepared to fully include young children with disabilities will increase. Children will benefit from these inclusive practices. Families participating will increase their selection and support for children's care and education. Trainers will be prepared to replicate the model, and a larger number of local providers in effective use of inclusion policies and practices.

Successful Integration of Infants and Toddlers With Disabilities Through Transdisciplinary Training

Outreach Project
Grant No. H024D70044 (1997-00)
Fiscal Agency: Ann Haggart Associates Incorporated

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Purpose: To increase access to quality center-based child care for infants and toddlers with disabilities.

Target: Infants and toddlers with disabilities and their families from identified Empowerment Zones and Enterprise Communities.

Approach: Successful strategies for increasing child care access for infants and toddlers with disabilities are the basis for the outreach activities. The project will provide 3 days of on-site training, a correspondence course of study, and ongoing technical assistance in recognition of their critical role in promoting access to child care. The project training modules for caregivers build on knowledge that caregivers have about children, and on certification competencies. Advisory groups will support these collaborative relationships and the centers providing services. Technical assistance will promote the development and implementation of marketing plans to actively recruit infants and toddlers, and to monitor program quality to promote centers that are committed to developmentally appropriate practices and individualized care. An independent and self-supporting training and technical assistance system will be developed within participating states. The training package prepares program administrators to train their staff, and provide inclusion orientation for staff and parents.

Outcomes: Access to center-based child care for infants and toddlers with disabilities will be increased. Collaboration will increase between local child care and early intervention programs in each participating state/territory. National dissemination of project findings and products will describe and promote the need for, purpose and impact of increasing access to center-based child care for infants and toddlers with disabilities.

Family Enhancement Project

Outreach Project
Grant No. H024D60032 (1996–99)
Fiscal Agency: Orelena Hawks Puckett Institute

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Purpose: To promote competencies in practitioners needed to be responsive to the individualized needs, concerns, and priorities of families.

Target: Multidisciplinary teams consisting of administrators, educators, therapists, and parents of children with disabilities.

Approach: The project will use the following strategies to enhance early interventionists' abilities to meet the needs of infants and toddlers with disabilities and their families: (a) coordinate and assist state Part C lead agencies to develop and implement strategies for training program practitioners to carry out family-centered assessment and intervention procedures; (b) promote practitioners' adoption of the family-centered assessment and intervention model for identifying and meeting family needs and concerns; (c) conduct training and technical assistance activities to improve practitioners' abilities to meet child and family needs in natural, normalized, and normative manners; (d) improve practitioners' abilities to identify and promote child competencies needed to function in least restrictive educational and community environments; (e) promote optimal family involvement in the planning and delivery of services; (f) provide training and technical assistance to practitioners in IFSP development and implementation within a team-based model optimizing the involvement of families; and (g) disseminate information on family-centered assessment and intervention designed to develop and implement IFSPs in ways that support and strengthen family functioning. Training will be provided in a collaborative, multidisciplinary team context and will include onsite training sessions, parent participation as team members, a parent trainer, and parents from diverse backgrounds or those with children having low incidence disabilities.

Outcomes: The project will impact practitioners' capacities to: (a) identify the needs, concerns, and strengths of young children and their families; (b) promote family's competencies in mobilizing resources; and (c) intervene in ways that enable and empower families.

Project INTEGRATE: Integrated and Naturalistic Therapy and Education Garnered From Research and Treatment Experiences

Outreach Project
Grant No. H024D70034 (1997-00)
Fiscal Agency: University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Center

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Purpose: To foster the use of integrated models of service delivery with children, ages birth to 8 years with disabilities.

Target: Children, ages birth to 8 years with disabilities, their families, and specialized therapists teachers, and other program or school personnel.

Approach: Project INTEGRATE targets infants and toddlers, emphasizing multidisciplinary and interagency coordination and providing a structure for professionals to serve children in natural environments. The project will focus on integrating developmental, specialized therapies, and education in center-based programs and with home routines. The model uses the six-model continuum of service delivery: individual pull-out, small-group pull-out, classroom, group activity, individualized within routines, and consultation. This provides a way for children to receive individualized intervention in natural and least restrictive environments. A second major innovation are the different levels of model adoption: awareness, knowledge, implementation and systems change. Five levels and types of dissemination will be employed: awareness presentations, articles for practitioners, research articles, manuals, instruments, and Internet announcements. One of the philosophical underpinnings of this project is that change occurs most significantly in the context of the system. The project's model of consultation is collaborative. The project will train people to see both the specialists and the classroom staff as resources.

Outcomes: Anticipated outcomes include: (a) greater awareness of issues related to integrated therapy and instruction (as a result of awareness presentations); (b) greater knowledge about integrated therapy and instruction (as a result of knowledge workshops); and (c) implementation of more integrated therapy and instruction.

Project SEARCH Outreach (NC)

Outreach Project
Grant No. H024D70018 (1997-00)
Fiscal Agency: Orelena Puckett Institute

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Purpose: To promote adoption of an approach for enhancing child capabilities and documenting the outcomes of intervention with children who are very young developmentally.

Target: Young children, birth through 8 years functioning developmentally below a 6-month level, their parents and families, teachers and other early intervention program staff, and administrators.

Approach: The project will emphasize learning games as a basis for promoting child competence, a social system framework for documenting the extended benefits of learning games on both child and caregiver behavior, and parent- professional partnerships as the mechanism for developing, implementing, and documenting the effects of intervention. Based on model demonstration and outreach projects, developmentally very young children, when provided appropriate kinds of learning opportunities, have demonstrated the ability to interact with people and objects. The model includes: (a) procedures for identifying child strengths and selecting target behaviors, (b) procedures for developing and implementing active learning games that provide the child learning opportunities, and (c) procedures for assessing and documenting the extended benefits of learning games on child and caregiver behavior. Project activities include: project awareness, dissemination, consultation/technical assistance, group training, on-site training, coordination, and product development.

Outcomes: Improvements in intervention and evaluation skills specific to serving young children with disabilities and their families are expected to be important impacts of this project. Improved services resulting in part from the training efforts are expected to have positive effects on children and families. Changes in knowledge and skills and the adoption of practices reflecting a systems-based framework for developing, implementing, and documenting the effects of optimal interventions, in turn, should produce positive changes in child, parent, and family functioning.

Project SUNRISE (Systematic Use of Newly Researched Interventions by Special Educators)

Outreach Project
Grant No. H024D70013 (1997-00)
Fiscal Agency: Orelena Hawks Puckett Institute

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Purpose: Project SUNRISE will provide training and assistance to early intervention and early childhood special education programs that promote the adoption of quality practices in classroom settings (such as public school preschools and Head Start classrooms) serving young children with disabilities and their families.

Target: Disciplines include early interventionists, teachers, paraprofessionals, program administrators, related services personnel, researchers, trainers, lead agency personnel, and families.

Approach: The project provides training and assistance to promote the adoption of quality practices in both existing and newly developing classroom settings. The model upon which outreach activities is based focuses on the influence of different characteristics of the classroom on child and caregiver behavior, including: the philosophical framework of the program, staff management and training practices, organization of the physical environment, assignment of staff responsibilities, and how these practices optimize positive benefits to children. This provides a way for classroom staff to address the unique needs of young children with disabilities in different kinds of classroom settings. Project SUNRISE promotes the adoption of high-quality classroom practices through: project awareness, dissemination, consultation/technical assistance, group training activities, on-site training, coordination, and product development.

Outcomes: Project activities are expected to: (a) increase awareness and knowledge about classroom practices; (b) increase the use of optimal classroom practices and improve the abilities and skills of classroom staff to provide services that are family-centered, developmentally appropriate, activity- and routine-based, functional, naturalistic, and responsive to children and families; and (c) enable staff to meet the unique needs of children with disabilities in classroom settings.

SIFT-OUT: Training for Systems Change in Early Intervention

Outreach Project
Grant No. H024D50069 (1995–98)
Fiscal Agency: University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Center

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Purpose: To prepare university faculty (broadly defined; see "target" below) to serve as leaders in providing early intervention personnel preparation.

Target: Family members, practica supervisors, adjunct and community college teachers, and faculty at institutes of higher education in six states outside of the southeastern United States.

Approach: The project will promote the adoption of an approach to faculty training developed under the Southeastern Institute for Faculty Training (SIFT). It aims to increase linkages among institutions of higher education, families, and community and state agencies around early intervention personnel preparation; to increase faculty members' knowledge and skills related to providing effective, innovative, family-centered, interdisciplinary early intervention training; and to assist faculty in embedding state-of-the-art information and instructional strategies into the training they provide. Four broad levels of activities will be undertaken: (a) planning and information sharing between the project and key stakeholders in the state, including appointing a 10- to 15-member state faculty team; (b) implementing training activities with the faculty team including needs assessment, a 4-day intensive training, and the development of individual and state plans for embedding quality training within their states; (c) implementing the individual and state plans; and (d) providing follow-up technical assistance to the states and faculty as they implement their training plans and assisting with the identification and implementation of additional state-specific next steps.

Outcomes: Approximately 120 early intervention stakeholders and 90 faculty will benefit directly from project activities. Hundreds of students, professionals, and families will benefit indirectly through the training they will receive. Ultimately, their training will benefit the children and families served by the early intervention and preschool networks in the six states.

COACT Team Training Outreach

Outreach Project
Grant No. H024D60010 (1996–99)
Fiscal Agency: Ohio Department of Mental Retardation and Developmental Disabilities

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Purpose: To provide training and technical assistance aimed at establishing, nurturing, and maintaining collaborative team efforts to Ohio Family and Children First (OFCF) Councils at the local level.

Target: OFCF Councils, which are collaborative efforts of state and local governments, nonprofit organizations, businesses, and parents designed to improve the lives of families and children in Ohio.

Approach: The OFCF initiative is an emerging force for change throughout Ohio. The project will enhance the effectiveness of these councils by (a) providing training and technical assistance for OFCF regional consultants to build their skills in group process and facilitation; (b) providing leadership training opportunities for the executive committees of OFCF Councils in northeast Ohio; (c) providing tailor-made team training and technical assistance to local councils in the northeast region; (d) providing team training and technical assistance to groups within Ohio's Enterprise Communities and Empowerment Zones; and (e) evaluating and disseminating the COACT training and outreach model. Direct leadership workshops will be presented to the 18 executive committees in the northeast region to directly impact the way in which the committee members work with the broader Council membership.

Outcomes: COACT training will cultivate a new style of leadership, where all partners share and take ownership in a leadership role to move the Councils forward. By encouraging true collaboration, the provision of COACT training in team-building and leadership skills to various levels within the OFCF structure will strengthen family-centered practices.

Creating Systems Change to Improve Services to Young Children With Disabilities: An Outreach Project

Outreach Project
Grant No. H024D60023 (1996–99)
Fiscal Agency: University of Oregon

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Purpose: To improve the quality of early intervention and early childhood special education services through a systems-level change approach.

Target: Administrators, coordinators, supervisors, parents, teachers, and interventionists.

Approach: The project focuses on 3 important systems-level changes that are necessary to improve the quality of services delivered to infants and young children and their families: linking assessment, intervention, and evaluation; using naturalistic approaches (such as activity-based intervention); and involving families. The project will address these issues by (a) assisting state, regional, and program personnel including parents in the identification of needs and the development of a collaborative training plan to meet those needs; (b) providing information, skills training, and support to selected personnel to prepare them to serve as stakeholder trainers for other designated site/region trainees; (c) assisting trainers in developing a culture at training sites to facilitate and maintain state-of-the-art change in the delivery of services; (d) developing an associated set of training materials designed for the adult learner; and (e) evaluating training/technical assistance outcomes on stakeholder trainers and site/regional trainees. Multiple sites across several states will be targeted, with important players identified and included in choosing topics for training and the training approach to be used.

Outcomes: The training of stakeholder trainers and site/region trainees is intended to directly impact the quality of services provided to children with disabilities and their families. The project intends to provide continuous and long-term impact through systems-level change in one or more of the 3 components offered by the project: linking assessment, intervention and evaluation; naturalistic approaches; and family involvement.

The Family Consultant Training Model

Outreach Project
Grant No. H024D60031 (1996–99)
Fiscal Agency: Western Oregon State College

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Purpose: To increase the capacity for state and local service agencies to deliver improved services for children with disabilities, birth through 6 years of age, and their families.

Target: Direct service providers and administrators from special education, early intervention, child development, and related services; health personnel; paraprofessionals; and others who provide services.

Approach: The project is designed to address 3 key issues: (a) the shortage of appropriately trained personnel, particularly in rural areas; (b) the lack of training opportunities for new roles in early intervention; and (c) the need to identify high-quality models to interface with state competency and certification standards and to improve statewide service systems. To address the personnel shortages issue, FCT staff will provide training and individualized long-term technical assistance to reduce teacher burnout. Additionally, a training of trainers component will be employed to assist participants by creating a support and information network. Local trainers will act as mentors to the individuals they train, and project staff will assist the local trainers to build their own mentoring and support network. The lack of training opportunities will be addressed by training service providers who currently are or will be providing early intervention services in family-driven services. Particular emphasis will be given to training minority staff who are underrepresented in this field. The project also will play a key role in facilitating a cooperative effort among education and other key agencies in providing needed inservice training and technical assistance to enable early intervention and early childhood special education staff to develop and demonstrate established competencies.

Outcomes: The FCT project is designed to equip early intervention and early childhood special education providers with best-practice skills. Model dissemination and replication through the development and support of locally based trainers and mentors will improve the quality of services in Oregon and other states interested in applying the approach.

Infant Child Monitoring Questionnaires Training Outreach

Outreach Project
Grant No. H024D50015 (1995–98)
Fiscal Agency: University of Oregon, Center on Human Development

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Purpose: To assist state, local agencies, and tribal service agency personnel to include the Infant/Child Monitoring Questionnaires (ICMQs) as part of comprehensive and coordinated screening and tracking programs that target underserved populations.

Target: Personnel in designated states — Alaska, Arizona, and Nevada during the first project year — involved with screening and tracking children, birth to 4 years of age. Special efforts will be made to include culturally diverse personnel who serve typically underserved populations in the region.

Approach: ICMQs provide an effective means of screening large numbers of infants for a relatively low cost by using the expertise of parents to answer simple questions about their child's development. During each of the 3 project years, 3 states with large underserved tribal and inner-city populations will be targeted. Specific training needs in these states will be identified and 4 to 6 days of initial training will be provided to 30 to 40 interagency, multidisciplinary representatives in each state. Training modules include best practices in screening and assessment of young children; background and research on ICMQs; use of ICMQs; and evaluation of screening and tracking efforts. The project will provide 10 to 15 of the trainees with additional materials so that they in turn can train program staff within their region. Four days of follow-up training will be provided to each site.

Outcomes: The project anticipates training a minimum of 300 trainees during project year 1, many of whom in turn will provide approximately 10 replication trainings. During the 3 project years, an estimated 15,000 children will benefit indirectly from project activities, resulting in the referral of eligible children to intervention services and the linking of children and families to other community-based services. Program personnel and families will benefit through increased knowledge of child development as a result of administering and completing ICQMs.

Making the Right to Communicate a Reality for Young Children With Multiple Disabilities: An Early Childhood Outreach Project

Outreach Project
Grant No. H024D50080 (1995–98)
Fiscal Agency: Washington State University

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Purpose: To disseminate strategies and materials that address the communication needs of children with multiple disabilities who cannot use manual signs, speech, or high-technology communication devices.

Target: Early childhood professionals and family members who are involved with young children, ages birth to 8 years, who are nonverbal and who have severe and multiple disabilities.

Approach: Two communication approaches will be disseminated. The Tangible Symbols (TS) approach is used with children, ages 3 to 8 years, who are not able to understand abstract symbols, usually because of intellectual limitations or because vision impairments prevent the use of 2-dimensional symbols. The second approach is an instructional sequence called the Early Communication Process Using Microtechnology (ECP) and is useful with children from birth to 8 years who, because of severe multiple disabilities including orthopedic impairments, may not be able to discern any relationship between their own and others' behavior. ECP is designed to bridge the gap between the establishment of contingency awareness and the use of symbolic communication systems by using microswitch technology as a means of promoting intentional communication. The project will provide 3 levels of training at sites throughout the country. Level I training, a 3-day workshop, will be conducted at 3 sites in each of years 1 and 2. Level II training, which will be offered to 15 applicants from each of the Level I workshops, is intensive individualized follow-up through which project staff analyze monthly videotapes of a trainee's work with a child from the target population. Level III training will prepare regional experts in these approaches.

Outcomes: Up to 600 people will receive Level I training, up to 90 will receive Level II training, and up to 90 participants will be trained as regional experts to help other staff and families encourage communication in nonverbal children with severe disabilities.

The TRAC Outreach Project

Outreach Project
Grant No. H024D60029 (1996-99)
Fiscal Agency: Western Oregon State College

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Purpose: To provide services to community child care and preschool providers to enhance their skills in serving children, ages 3 through 6 years with disabilities.

Target: Administrators, teachers, and assistant teachers from community programs including Head Start.

Approach: The TRAC project will improve the quality and availability of services to children with disabilities and their families within preschools and child care centers. Through participation in the project, local community programs can enhance their ability to serve young children in the most natural or least restrictive environments. The project specifically will address (a) adequate preparation of early childhood education providers; (b) lack of quality early childhood programs; (c) access to training and staff development opportunities, and (d) availability of appropriately trained early childhood special education support personnel. The project will address each of these issues, respectively, by (a) providing training and technical assistance to early childhood teachers, assistant teachers, and administrators in identified areas of need; (b) training early childhood education staff on such topics as developmentally appropriate curriculum, adult-child interactions, and environmental arrangement; (c) using distance education technology in the project as well as a train-the-trainers component; and (d) providing inservice training to early childhood special education support personnel. Individualized follow-up technical assistance and support will be provided to participants at first and second generation sites. Additionally, training efforts are designed to impact children from minority backgrounds and children with limited English proficiency.

Outcomes: The combined efforts of the project site and the second generation trainers at other sites will result in increased availability and improved quality of services to preschool children with disabilities and their families nationwide.

Deaf Mentor Outreach Project

Outreach Project
Grant No. H024D70037 (1997-00)
Fiscal Agency: SKI-HI Institute

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Purpose: To deliver outreach services in which adults who are deaf (deaf mentors) share their language and culture with young children who are deaf and their families.

Target: Children, ages birth to 3 years who are deaf , and their families, adults who are deaf who will become deaf mentors, and early intervention personnel.

Approach: The program is designed to mesh with and complement established "hearing" approaches to language programming for young children who are deaf, resulting in bilingual-bicultural learning. Early learning of American Sign Language (ASL) supports the child's simultaneous early acquisition of English and literacy and prepares the child to enter school. Deaf Mentors will act as role models for children and families and will instruct them in the use of ASL in their natural environments. The implementation process will consist of: primary and secondary awareness; selection and site development; training of deaf mentors and parent advisors, supervisors and/or lead deaf mentors; implementation of service delivery system and administrative and support components; follow-up and mentoring; technical assistance support of implementation sites; and a coordinated deaf mentor service system in which the model becomes part of the comprehensive statewide system for early childhood special education.

Outcomes: Children will learn ASL from a proficient user in a natural environment. They will demonstrate early literacy and enter school with more advanced English skills. Families will have a communication methodology of bilingual-bicultural programming and increased communication with, and understanding of their child. Deaf adults will have the ability to share their knowledge and experience of language and deaf culture, and will be involved in their lives and educational processes. Professionals serving these children can develop personal and professional relationships with adults who are deaf and benefit from their expertise.

A Family-Centered Approach to Integrated Intervention Serving Infants, Toddlers, and Preschool-Age Children Who Are Deaf or Hard-of-Hearing

Outreach Project
Grant No. H024D60025 (1996-99)
Fiscal Agency: Utah State University

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Purpose: To improve services for children with hearing loss and their families.

Target: Personnel from programs who serve or are expected to serve infants, toddlers, and preschoolers who are deaf or hard of hearing and their families.

Approach: The project will address (a) the effect of hearing loss on very young children and their families and; (b) the need for effective early intervention programming to address the effects of hearing loss and for the effective transfer of a proven program to state and local agencies and service providers. The project will address the first issue by promoting identification of hearing loss soon after birth and effective follow-up, and by offering innovative, individualized programming, resources, and training using the SKI-HI model and deaf mentor approaches (deaf adult mentors will assist children and families to understand and appreciate deafness, and serve as a role model for young deaf children). These 2 approaches complement one another in assisting families to understand deafness and to promote their children's optimal early development, as well as providing psycho-emotional support for families. The project will address the second issue, state and local agencies' need for prompt, effective early intervention, by using its outreach process to transfer the integrated intervention model. Project staff will learn about each site, and collaborate with state and local personnel to design an individualized plan. Resource materials and follow-up also will be provided.

Outcomes: The impact of this project will be seen in (a) the number of early interventionists who will receive training and assistance; (b) the number of families who will receive the services through these professionals and their agencies; and (c) families' increased understanding and knowledge which they will be able to use to enhance their children's development.

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Outreach Services to Assist States to Replicate a Training Model for Early Interventionists in a Low-Incidence Disability Condition: Blindness and Visual Impairment

Outreach Project
Grant No. H024D70036 (1997-00)
Fiscal Agency: SKI-HI Institute

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Purpose: To assist states in implementing the VIISA Inservice Training Model through the use of their own state instructors/training team who will then train vision as well as early intervention/childhood personnel to work with young children with blindness/visual impairment and their families.

Target: Young children with blindness/visual impairment and their families, and vision, early intervention/childhood personnel who work with them.

Approach: The VIISA Project works with a statewide task force representing a variety of agencies that assesses the state's structure, funding sources, and needs. A contact person from the task force works with the national VIISA instructor who is assigned to the state. The instructor helps the task force plan how they will implement the model and select personnel. The project trains state instructors who form a training team. The teams are trained in the use of the model, and in strategies and presentation techniques for working with adult learners. The national instructor works with the team as they prepare to conduct the VIISA courses (infant/toddler and preschool). Vision, early intervention, and early childhood programs statewide send in applications, and are chosen from a pool; priority is given to persons working with an infant, toddler or preschooler who is visually impaired. The national instructor returns to the state to co-teach the first on-site class in each of the 2 courses.

Outcomes: Children and their families will receive more comprehensive and coordinated services. Parents on teams will be more skilled and knowledgeable about the needs and strengths of their children and all children with visual impairment. Awareness of the model and its contribution to comprehensive services for children with visual impairment and their families will be increased in many states.

Project AHEAD Outreach (At Home and At Day Care)

Outreach Project
Grant No. H024D60024 (1996–99)
Fiscal Agency: Utah State University

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Purpose: To enhance services delivered to children, ages birth through 5 years, with disabilities and their families in natural settings, both at home and in child care.

Target: Candidates to become certified AHEAD trainers.

Approach: The project's train-the trainer model will address several issues related to serving young children. The first of these, the effect of disabilities on the child and family, will be addressed by offering training in: (a) building collaborative partnerships with early intervention providers and the family; (b) promoting early identification and intervention; (c) offering home-based intervention strategies; (d) providing multicultural programming; (e) offering psychoemotional support for the child and family, and (f) delivering services within a variety of natural environments. A second major issue — the need to train early intervention personnel to deliver effective services to family and child care providers in natural settings — will be addressed by offering early intervention personnel training in serving young children; working with and supporting families and child care personnel; and offering cost-effective intervention by serving children early, some of whom would develop age-level functioning. The project will address a third problem area — the need for specialized training of child care providers so that they can serve children with special needs — by (a) improving the knowledge and skills of child care providers to care for and promote the development of young children with disabilities in the child care setting; (b) supporting the inclusion of these children in child care settings; and (c) enhancing collaboration between child care providers and early interventionists.

Outcomes: Project AHEAD training and resources will enhance the skills and knowledge of early intervention providers, improve the quality of services afforded by child care providers, and ultimately improve the outcomes for children with disabilities and their families.

Outreach Services to Simulate Services for Infants, Toddlers, and Preschool-Age Children With Sensory Impairments and Additional Disabilities and Their Families

Outreach Project
Grant No. H024D50060 (1995–98)
Fiscal Agency: Utah State University

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Purpose: To assist targeted states — Alaska, Iowa, New York, and Virginia — in building their local capacity to implement the INSITE Model, or components of the Model, to alleviate the deleterious impact of sensory and other disabilities in a developing child.

Target: Families of children, ages birth to 5 years, with multidisability sensory impairments, including children who are deaf-blind, visually or hearing impaired with other diasbilities, or with any combination of sensory impairment and other disabling conditions; and direct service providers, parent advisors, early intervention and preschool education specialists, and related services personnel who serve these children.

Approach: The project will work with 4 targeted states to plan and implement INSITE programming and to establish the support systems to ensure that the program continues. This will be accomplished through seven major activities: (a) capacity building, site development, and assistance in implementing the program; (b) coordination with the state Part C lead agency and with the state education agency for preschool special education; (c) awareness and dissemination, including disseminating research findings, best practice information, and start-up materials; (d) product development and dissemination; (e) training, including basic training, continuation training, and training of certified local trainers to establish statewide trainer systems; (f) follow-up activities and technical assistance; and (g) evaluation of the outreach process and of child and family progress.

Outcomes: The project will newly serve approximately 140 infants, toddlers, and preschoolers who have sensory impairments and additional disabilities and their families each year. At least 100 professionals in 4 states will receive training in the INSITE Model, and an additional 1,500 families and 700 professionals in ongoing INSITE programs will receive continued assistance during the 3 project years.

National TEEM Outreach: A Process for Systematic Transition Planning and Collaborative Decision Making for Young Children Entering Kindergarten and Other General Education Settings

Outreach Project
Grant No. H024D50057 (1995–98)
Fiscal Agency: University Affiliated Program of Vermont

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Purpose: To disseminate and replicate the Transition into the Elementary Education Mainstream (TEEM) Model to enable school systems to establish and implement transition planning which meets the multicultural needs of preschool-age children with disabilities and their families moving from early childhood special education (ECSE) services into kindergarten and other public school settings and to address systemic changes to support ongoing implementation.

Target: ECSE program staff, other community early childhood staff, physical and occupational therapists, speech-language pathologists, school nurses, regular and special educators, and school administrators serving preschool- and kindergarten-age children with disabilities and their families.

Approach: The project model specifies a planning and decision-making process by which schools develop their own transition process. With the support of the state education agency (SEA), a transition task force will be established consisting of representatives of early childhood stakeholders. Each task force will conduct a transition institute for planning teams representing 30 to 40 public schools. Each planning team will leave the institute with a draft transition process and a plan for its implementation, evaluation, and adoption. Project staff will provide technical assistance to each task force as it helps participating sites develop their transition process. Project staff, with the SEA and task force, will identify resources for continuing the project and adding model sites.

Outcomes: By ensuring that placement options are addressed within local schools, project activities will effectively reduce the need for placing children in self-contained classrooms or in out-of-district segregated special education programs.

Caring For Infants and Toddlers With Disabilities: New Roles for Physicians (CFIT-P)

Outreach Project
Grant No. H024D70019 (1997-00)
Fiscal Agency: Child Development Resources, Inc.

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Purpose: To increase physician participation in the early intervention system through replication of a model of training that provides pediatricians and family physicians with the information and skills they need to be full participants.

Target: Infants and toddlers with disabilities, their families, and the pediatricians and family physicians who serve them.

Approach: The CFIT model was developed to increase physicians' knowledge about early intervention services and competence related to physicians' roles. CFIT training content is based on a set of competencies which was developed by the American Academy of Pediatrics. Training methodology, which incorporates independent study, is designed to be as individualized, self-directed, and self-paced as possible, and to acknowledge the special difficulties physicians may have. The model includes 3 components: state planning, introductory seminars, and independent study. In each of the states where the project operates, leadership planning groups, comprised of key stakeholders, including physicians, families, and early intervention leadership, work with project staff to facilitate the replication process. Training focuses on child find, assessment, IFSP, and transition through strategies of regional introductory seminars and independent study supported by an independent study manual and audiotapes. CFIT's ability to offer continuing medical education credits gives credibility to the training and promotes physician participation.

Outcomes: Through CFIT, physicians increase their knowledge about their important role in referring children with disabilities and their families to EI services. As a result, children and families can be expected to have earlier access to services. Linkages established between the early intervention system and physicians, as a result of CFIT training, promote physicians' participation on community-based early intervention teams.

Multicultural Early Childhood Team Training (MECTT): Outreach

Outreach Project
Grant No. H024D60012 (1996-99)
Fiscal Agency: Parent Education Advocacy Center

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Purpose: To infuse cultural competence in early childhood programs by disseminating and replicating a proven inservice training model.

Target: Culturally diverse parents and professionals, all personnel working in early childhood programs in empowerment zones and enterprise communities, and interagency coordinating councils.

Approach: Project objectives are (a) to prepare culturally and linguistically diverse parent/professional teams to provide leadership and training for local and state early childhood programs; (b) to develop a guide to assist parent/professional training teams in adapting the MECTT training materials for use with a broad range of programs and audiences; and (c) to provide technical assistance to adoption sites in developing and implementing state and community action plans. Training focuses on problem solving and decision making in order to enhance the probability that real and lasting change will occur. Project materials are applicable for use with culturally, ethnically, and linguistically diverse communities.

Outcomes: Parent/professional teams will be trained to work as family specialists with an emphasis on increasing cultural sensitivity and reaching out to families of diverse cultures. Project-developed materials and a comprehensive collection of multicultural resources and training materials will encourage new approaches and options for multicultural training. Evaluation data will be available, including an analysis of the advantages and disadvantages of training teams from different types of early childhood programs together or separately.

Special Care Outreach

Outreach Project
Grant No. H024D60016 (1996-99)
Fiscal Agency: Child Development Resources

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Purpose: To expand child care and inclusive placement options for children with disabilities, ages birth through 5 years, and their families, through replication of a proven model of training for home- and center-based child care providers.

Target: Children with disabilities from birth through 5 years, and their families.

Approach: The project addresses the need for child care both as a family support service and as an option for natural and inclusive placements within the context of the IFSP or IEP. The Special Care Model offers a 6-unit, 8-hour curriculum that increases caregivers' knowledge and level of comfort in caring for children with disabilities. The model promotes collaboration at the community level between caregivers and the early intervention/early childhood special education system and builds linkages between families and trained caregivers. The project will work with local inter-agency coordinating councils in each state and will give priority to communities that are empowerment zones or enterprise communities. Project activities will be coordinated with state agencies or organizations responsible for early intervention and early childhood services. Families and caregivers will be involved in project activities. At each replication site, replication trainers will participate in project training so that they will be familiar with the content and process of training. They will then conduct training in their communities, with support from the training manual and technical assistance from the project.

Outcomes: Project materials will be disseminated nationally, targeting agencies with responsibility for training child care providers. A number of states will gain experience in replication of the model. Communities in those states will use the model to build linkages among early intervention, early childhood special education, caregivers, and families. Child care providers will increase their knowledge and level of comfort in caring for children with disabilities. Families will have increased options for inclusive child care.

Trans/Team Outreach: An Inservice Model Replication Project

Outreach Project
Grant No. H024D50030 (1995–98)
Fiscal Agency: Child Development Resources

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Purpose: To replicate a 5-step model of inservice training which is designed to help early intervention teams provide more family-centered, transdisciplinary service delivery.

Target: Early intervention teams in 5 states — New Hampshire, New Jersey, Pennsylvania, Texas, and Virginia — serving children, ages birth to 3 years, with disabilities and their families. Teams will be based in both rural and urban settings and will serve children and families from culturally and racially diverse groups. Teams will include family representatives and personnel from a variety of disciplines.

Approach: The model of inservice training consists of 5 steps: (a) an individualized needs assessment to determine team training needs in family-centered services; (b) on-site training and technical assistance for knowledge and skill development; (c) team development of action plans for change immediately after training; (d) follow-up technical support for implementing the action plans; and (e) site participation in evaluating the training as well as evaluating the inservice model. Trans/Team curriculum materials emphasize nine content areas: transdisciplinary approach to service delivery, family-centered service systems, a team approach to assessment, family-centered IFSP process, IFSP implementation and service coordination, interagency collaboration, building successful early intervention teams, serving children in natural settings, and serving children and families in culturally competent contexts.

Outcomes: The project will replicate the Trans/Team model and improve service delivery practices in 15 to 21 early intervention teams in 5 states. The skills of approximately 300 personnel from disciplines including teaching, occupational and physical therapies, social work, psychology, and health care will be increased. During the 3 project years, at least 1,500 children will be served by teams replicating the model. Project dissemination activities will make products available nationally.

Generative Empowerment of Early Educators to Engage in Continuous Program Renewal for Young Children With Disabilities: A Technology Supported Approach

Outreach Project
Grant No. H024D50039 (1995–98)
Fiscal Agency: University of Washington

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Purpose: To empower early educators to conduct outreach within their own programs and across their organizations in order to build capacity for continuous self-renewal and best practice assimilation.

Target: Public and private programs serving young children, ages 3 through 5 years, with low-incidence disabilities and assistive technology needs.

Approach: Elements of total quality education (TQE), rotational peer coaching, mentoring and reflective process support strategies, and interactive telecommunications will be applied to generate capacity to target, assimilate, and adapt best practices in early childhood education; to infuse social and interpersonal skill instruction, such as self-determination, into the ongoing curriculum; to enhance in-class language instruction; and to increase access to and utilization of assistive technology to elevate levels of inclusion of preschoolers with low-incidence disabilities. In each project year, an ongoing program of self-enhancement will be initiated with 5 outreach sites (in year 1, the states of California, Nevada, Oregon, and Washington). Preschool teams and project staff will forge clear visions for their programs, analyze strengths and needs, and plan program adjustments relative to the adoption of best practices, with particular emphasis on including children with low-incidence disabilities. During year 2, these teams will assist in sustaining and institutionalizing the self-analysis process and will be involved in initiating outreach activities in additional classrooms and sites.

Outcomes: Young children with low-incidence disabilities and their families will benefit from the adoption and adaptation by early childhood programs of best practices tailored specifically to their needs; from increased program capacity to accommodate children with low-incidence disabilities; and from the empowerment of educators to initiate, sustain, and extend these practices.

Mediated Learning Outreach Training: Promoting Developmentally Appropriate Practices in Inclusive Settings

Outreach Project
Grant No. H024D60008 (1996–99)
Fiscal Agency: University of Washington

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Purpose: To disseminate a validated intervention model of mediated learning specifically designed to facilitate the development of young children with disabilities in integrated and inclusive settings.

Target: Young children, ages 3 to 6 years, with disabilities in inclusive settings.

Approach: The model is based on the theories of Feuerstein and Vygotsky that emphasize the importance of the adult's role in mediating children's understanding of their environment. The model promotes developmentally appropriate practices including child initiation of activities and scaffolding of support to match the child's developmental level. Materials include daily activity ideas and guidelines for the following: (a) levels of challenge that enable children at different developmental levels to participate in activities together, (b) assessment, (c) using the curriculum separately or in conjunction with existing practices, and (d) embedding intervention activities in classroom routines. Support components include identification and maximization of "teachable moments," methods of facilitating peer interaction, aspects of cultural sensitivity, embedding intervention into classroom activities, developing IEPs and IFSPs, and interdisciplinary collaboration. Implementation components include program monitoring by project staff, peer coaching training, and facilitation of communication across sites. Replication components include training on-site trainers, refinement of print and video materials, and development of public awareness activities. The project will assist sites in developing an action plan for model implementation.

Outcomes: Staff in a variety of programs for young children will increase their ability to facilitate development through mediated learning. Opportunities for appropriate and effective inclusion of children with disabilities will increase through staff training and public awareness.

Pathways: Service Coordination Outreach Project

Outreach Project
Grant No. H024D50078 (1995–98)
Fiscal Agency: University of Wisconsin, Waisman Center on Mental Retardation and Human Development

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Purpose: To assist six states — including Minnesota, Mississippi, New Jersey, and Wisconsin — in meeting their need for qualified and appropriately trained personnel to provide service coordination for infants and toddlers with disabilities and their families.

Target: The project targets 3 levels of participants: (a) individuals, including parents of children, ages birth to 3 years, with disabilities and early childhood students and service providers; (b) service programs; and (c) the state's early intervention system, including state agency representatives, Parent Training and Information Center staff, Interagency Coordinating Council members, faculty from institutes of higher education, and members of the state Comprehensive System of Personnel Development.

Approach: The project will adapt and disseminate a training and technical assistance model that is consumer driven, context specific, and guided by collaborative efforts among parents and professionals. Parent-professional partnerships will be modeled in all project activities and trainings will be participant centered. Key stakeholders within the state will be gathered to develop, implement, and evaluate a state training and technical assistance plan (STTAP). The plan can include choices from an array of training options that will meet participants' needs. The content and activities of the service coordination modules will be tailored to meet each state's STTAP. Materials will be adapted, developed, and disseminated for use beyond the project trainings, including an Internet site on service coordination.

Outcomes: More than 2,400 participants from six states will gain knowledge and skills in family-centered service coordination. The STTAP effort will assist in developing policy and statewide system impact for full implementation of the state's early intervention program.

Portage Project Model

Outreach Project
Grant No. H024D60050 (1996–99)
Fiscal Agency: CESA #5

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Purpose: To assist states, agencies, and local programs to develop, implement and maintain high-quality services for unserved and underserved children with disabilities and their families across a variety of settings and program options.

Target: Children with disabilities, ages birth to 3 years, who are unserved or underserved in a variety of environments.

Approach: The project will assist state educational agencies and designated early intervention lead agencies in planning, developing, and implementing their comprehensive service plan for young children with disabilities and their families. Outreach activities will affect personnel through intensive training, workshops, reflective professional guidance, and mentoring activities, and will help states meet their personnel preparation objectives. Early interventionists to be trained include educators, child care staff, related services staff, and health care providers. Regional training sites, development of facilitators and trainers, and distance learning options will increase access to training. The project will focus on programs that historically have had difficulty securing resources to serve children and families with special needs.

Outcomes: The skills and resources of personnel will be expanded and improved through training provided by the project, working with families in least restrictive environments, supporting the provider's ability to involve parents as partners and decision makers, and increasing the competence of teachers to integrate children with disabilities in natural environments. The cadre of professionals qualified to provide mentoring support and training in the Portage Family-Centered Intervention Model will be expanded. Children and families will receive services that have been enhanced by training and support from the Portage Outreach Project. Project materials will further the implementation of best practices of working with children and families and assist in the training of early interventionists. Access to training will be increased. States will increase their abilities to develop service systems providing high-quality services.

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Early Childhood Research Institute for Culturally and Linguistically Appropriate Services (CLAS)

Research Institute
Grant No. H024S60006 (1996–01)
Fiscal Agency: University of Illinois Urbana-Champaign

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Purpose: To identify, evaluate and promote early intervention practices that are effective, appropriate and sensitive to children, ages birth to 5 years with disabilities, and families who diverge culturally or linguistically from the majority population.

Approach: The institute will conduct a rigorous review of materials, considering issues of effectiveness and of social and cultural acceptability to culturally and linguistically diverse populations. The project will pursue the cross-cultural applicability of significant practices identified in the intervention literature through field testing and research. Each effort will be pursued across three phases: (a) screening; (b) evaluation by field review teams comprised of individuals representing a variety of cultural perspectives and early intervention roles; and (c) rigorous study of materials and practices from the service recipients' perspectives. Practices will be reviewed according to criteria that are research based or value based, family centered, multicultural, cross-disciplinary, developmentally and chronologically age appropriate, and consistent with the premises of normalization. Selected materials will be evaluated and validated across cultural groups. New materials and practices will be developed and tested to fill gaps, and materials will be disseminated to relevant stakeholders.

Outcomes: The institute will produce a resource bank and catalogue of validated culturally and linguistically appropriate materials and documented intervention strategies. Effective early intervention practices and materials will be available and accessible to practitioners and families representing culturally and linguistically diverse populations. As a result of institute activities, systems of early intervention providers will be better able to respond with appropriate and effective services for children and families who diverge from the mainstream.

Early Childhood Research Institute on Measuring Growth and Development

Research Institute
Grant No. H024S60010 (1996–01)
Fiscal Agency: University of Minnesota

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Purpose: To produce a comprehensive, individualized measurement system for children with disabilities from birth to 8 years and their families.

Activities: The system will include two major elements: (a) growth and development measures for monitoring the progress of individual young children and their families on a continuous basis; and (b) intervention-referenced assessments allowing families and early childhood and elementary-grade educators to identify features of classroom and home settings they can change to optimize children's developmental outcomes. Criteria have been developed for the development, selection, and evaluation of these two sets of measures. Two core features are: (a) reliance on authentic, functional assessment; and (b)sensitivity to cultural, linguistic, or disability-specific characteristics. For each outcome identified, growth indicators will be developed and studied. Information from three types of intervention-reference assessments (measurement of critical program practices, curriculum play-based assessment, and observational procedures) will be linked to data derived from the growth and development indicators. Field studies will examine the fidelity and cost of implementation of the measures, and the levels of satisfaction by the individuals who use them. The institute efforts will increase the level of accountability from early childhood practitioners and administrators, and national constituencies will be better able to gauge how well early childhood practitioners are achieving programmatic objectives and whether services and child outcomes are being optimized. The systems which evaluate interactions in the child's environment should assist early childhood educators to create and revise interventions to impact children's developmental progress.

Early Childhood Follow-Through Research Institute

Research Institute
Grant No. H024Q70001 (1995–98[98–00])
(originally Grant No. H024Q50001)
Fiscal Agency: Allegheny-Singer Research Institute

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Purpose: To develop, evaluate, and disseminate information and strategies to families, educators, change agents, and researchers involved in the early education of children in elementary schools to promote practices that characterize desirable early intervention services in children's early elementary education and thereby improve the education of children with disabilities.

Activities: The institute will promote the adoption of the following practices as characterizing desirable early intervention services: (a) using family-centered approaches and practices that acknowledge and respect the role of parents as decision makers and that employ family support; (b) planning and providing services to children that are individualized and consistent with the guidelines of developmentally appropriate practice; (c) promoting the inclusion of children with disabilities in programs that serve children with typical development and in community life; and (d) employing interdisciplinary perspectives and interagency collaboration in planning and delivering integrated and coordinated services for children and families. The institute will focus on identifying barriers to the adoption of early intervention practices in the early elementary grades and evaluating strategies to overcoming these barriers; on developing and validating measures of those practices in elementary schools; on synthesizing information across investigations and disseminating information and products; and evaluating mechanisms for disseminating information on the successful strategies to relevant audiences. Institute products will describe the these areas of focus.

Early Childhood Research Institute on Increasing Learning Opportunities for Children Through Families

Research Institute
Grant No. H024S60008 (1996-01)
Fiscal Agency: Orelena Hawks Puckett Institute

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Purpose: To identify, develop, and evaluate strategies and approaches for increasing the number and intensity of home and community learning activities that parents, caregivers, and community members can use to promote and enhance the learning and development of children, ages birth to 5 years, who have or are at-risk for developing disabilities.

Activities: The institute will identify the home routines and community settings that can serve as contexts for learning and the instructional conditions that optimize learning opportunities. Family choice and cultural relevance will be central to the conduct of the research. The first series of studies will focus on the kinds of home routines and community settings families and children experience and will identify factors that impede or promote the use of home routines and community settings as learning contexts. The second series of studies will focus on the use of existing home routines and community settings, and will emphasize the use of different instructional methods and materials to increase the number and intensity of learning opportunities. The third series of studies will focus on the development of home routines and community activities, and will investigate the effects and benefits associated with consistency in activities. In all studies, the extent and way in which IFSP/IEP outcomes can be addressed in home routines and community settings will be examined. The outcomes of using home routines and community activities as learning opportunities will be examined in relation to child behavior and development, child mastery, child/family quality of life, and costs.

Early Childhood Research Institute on Inclusion (ECRII)

Research Institute
Grant No. H024K60001 (1994–99)
(originally Grant No. H024K40004)
Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill

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(see directory portion of this resource for additional institute personnel and addresses)

Purpose: To conduct a 5-year program of research that identifies barriers to the inclusion of preschool-age children with disabilities in child care, Head Start, public school, and community settings, designs strategies for overcoming such barriers, and that examines the effects of such strategies.

Activities: ECRII is a consortium of investigators at the Frank Porter Graham Child Development Center at the University of North Carolina at Chapel Hill, San Francisco State University, University of Maryland, University of Washington, and Vanderbilt University. Practitioners, related services personnel, families, administrators, and policymakers will play key roles in defining inclusion, developing inclusion strategies, and evaluating outcomes. During its first 2 years, investigators conducted an ecological systems analysis of inclusion occurring in 16 programs around the country and identified factors affecting inclusion related to children/classrooms, adult relationships, social policy, and culture. This ecological systems study is serving as the foundation for subsequent intervention studies related to curriculum modifications, strategies for embedding learning opportunities in ongoing classroom routines, collaborative team building, and procedures for supporting children's social relationships with peers. Additional studies include an extended analysis of factors that families identify as important, identification of key social policy issues across states, and factors related to fiscal issues that affect inclusion. Dissemination activities will communicate results to program providers, administrators, policymakers, teacher trainers, and applied researchers.

National Early Childhood Technical Assistance System (NECTAS)

Technical Assistance Center
Cooperative Agreement No. H024A60001 (1996-99)
Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill

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URL: http://www.nectas.unc.edu/

Purpose: To assist states and communities as they develop and implement multidisciplinary, coordinated, culturally appropriate, community-based, comprehensive, and high-quality services for young children, birth through age 8, with special needs and their families; and to assist projects in the Early Education Program for Children with Disabilities (EEPCD).

Activities: NECTAS activities are defined by seven goals: (a) to assist states in accomplishing their goals and activities for providing services through their Part C Program and their Part B-Section 619 Program of IDEA; (b) to assist OSEP-sponsored early childhood discretionary projects in accomplishing their goals and activities for demonstration, inservice, and outreach programs related to IDEA; (c) to identify emerging early intervention and preschool service system issues and potential solutions; (d) to share across client groups the solutions and successful strategies and practices developed by one another; (e) to promote the utilization of state-of-the-art research and practice; (f) to promote collaboration across federal agencies and programs, states, and other organizations and programs that impact client programs; and (g) to contribute to the understanding and provision of efficient, effective, and quality TA. TA is provided through meetings and workshops, on-site and telephone consultations, topical teleconferences, print products, information referral, electronic media, and networking opportunities. The NECTAS collaborative system consists of the coordinating office at the University of North Carolina, and staff at the Federation for Children with Special Needs, Georgetown University Child Development Center, Center on Disability Studies at the University of Hawai'i at Manoa, National Association of State Directors of Special Education (NASDSE), and ZERO TO THREE: National Center for Infants, Toddlers and Families. NECTAS also draws on the expertise of its advisory board and professional and parent consultants.

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The Paraprofessional Role in Inclusion

Advancing and Improving the Research Knowledge Base Grant
Grant No. H023A50092 (1995-98)

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The Influence of Real-Time Frequency Transposition on the Development and Refinement of Skills of Articulation in Severely and Profoundly Hearing-Impaired Children

Advancing and Improving the Research Knowledge Base Grant
Grant No. H023A50064 (1997-99)

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Longitudinal Educational and Behavioral Outcomes for Students At Risk

Field-Initiated Research Grant
Grant No. H023C70134 (1997-00)

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Remediation and Prevention of Aggression in Young Children With Severe Emotional Disturbance

Field-Initiated Research Grant
Grant No. H023C70029 (1997-00)

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Social Relationship Development in Community Contexts for Young Children With Severe Disabilities

Field-Initiated Research Grant
Grant No. H023C50169 (1995-98)

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Attention Deficit Hyperactivity Disorder-Early Identification Research Project

Field-Initiated Research Grant
Grant No. H023C70231 (1997-00)

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The Socialization of Beginning Special Education Teachers: An Investigation of Their Problems of Practice and the Influence of Context

Field-Initiated Research Grant
Grant No. H023C70161 (1997-00)

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Studies of Infants and Toddlers Prenatally Exposed to Cocaine

Field-Initiated Research Grant
Grant No. H023C30079 (1993-98)

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Vocabulary Acquisition of Young Deaf and Hard-of-Hearing Children

Field-Initiated Research Grant
Grant No. H023C70183 (1997-00)

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Curriculum-Based Measurement: Alternative Assessment to Measure English Reading Proficiency of Bilingual Students

Field-Initiated Research Grant
Grant No. H023C70148 (1997-00)

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Effects of Use of Authentic Assessment Procedures on Literacy Development of Bilingual and Monolingual Students With Learning Disabilities

Field-Initiated Research Grant
Grant No. H023C50097 (1995-98)

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Risk and Resilience of Behavior and Adjustment Problems in Students With and Without Disabilities

Field-Initiated Research Grant
Grant No. H023C70103 (1997-02)

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The Influence of Real-Time Frequency Transposition on the Development and Refinement of Skills of Articulation in Severely and Profoundly Hearing-Impaired Children: Reliability and Significance

Field-Initiated Research Grant
Grant No. H023C70220 (1997-99)

Raymond H. Hull, Project Director
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Longitudinal Assessment of Emerging Behavior State Patterns Among Infants and Children With Severe and Profound Disabilities

Field-Initiated Research Grant
Grant No. H023C30029 (1993-98)

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A Longitudinal Study of Risk and Protective Factors Affecting the Development of Children Prenatally Exposed to Illicit Drugs and Alcohol

Field-Initiated Research Grant
Grant No. H023C50111 (1995-00)

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Self-Management Toward Independence for Students With Disabilities

Field-Initiated Research Grant
Grant No. H023C70066 (1997-98)

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The Forgotten Newborn: Individualized, Family-Focused Development Care for the Medically Low-Risk Preterm Infant

Field-Initiated Research Grant
Grant No. H023C70032 (1997-02)

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The Influence of Teacher Characteristics on the Academic Performance and Behavioral Adjustment of Students With Attention Deficit Hyperactivity Disorder

Field-Initiated Research Grant
Grant No. H023C50118 (1995-98)

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The Development and Evaluation of an Early Intervention Program for Non-Readers and Non-Writers

Field-Initiated Research Grant
Grant No. H023C50089 (1995-99)

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Expanding Behavioral Momentum: Linking High-Probability Requests and Peer Interactions to Promote Skill Acquisition and Generalization in Young Children With Severe Disabilities

Field-Initiated Research Grant
Grant No. H023C30089 (1993-98)

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Comprehensive and Critical Thinking Instruction for Students With Learning Disabilities

Field-Initiated Research Grant
Grant No. H023C70132 (1997-00)

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Elementary School and Boys With Fragile X Syndrome

Field-Initiated Research Grant
Grant No. H023C50034 (1995-00)

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A Longitudinal Study of Young Children With Fragile X Syndrome and Their Families

Field-Initiated Research Grant
Grant No. H023C30081 (1993-98)

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Long-Term Outcomes in Children and Their Families

Field-Initiated Research Grant
Grant No. H023C50154 (1995-98)

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Second Generation Research in Early Intervention

Field-Initiated Research Grant
Grant No. H023C50171 (1995-00)

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Project VOCABULARY: Understanding Early Growth and Remediation Effects for Students With Disabilities or At Risk of Reading Failure

Field-Initiated Research Grant
Grant No. H023C50121 (1995-00)

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Promoting Attention, Literacy, and Socialization (PALS) Among Students With Emotional/Behavior Disorders

Field-Initiated Research Grant
Grant No. H023C40001 (1994-97)

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A Study of the Auditory Characteristics of Children With Autism

Field-Initiated Research Grant
Grant No. H023C50076 (1995-98)

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A Nationwide Evaluation of Inclusive Practices and Outcomes in Mainstream Residential Camp and Outdoor School Programs Serving Youth With and Without Disabilities

Field-Initiated Research Grant
Grant No. H023C70057 (1997-00)

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A Longitudinal Follow-up of Graduates From Two Contrasting Preschool Instructional Models: Phase 2

Field-Initiated Research Grant
Grant No. H023C30007 (1993-98)

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Teaming With Technology Research Project

Field-Initiated Research Grant
Grant No. H023C70140 (1997-02)

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A History of Special Education, Nashville, Tennessee,1940-1990

Initial Career Award Grant
Grant No. H023N50001 (1995-98)

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URL: http://www.coedu.usf.edu/~dorn/research/nashsped/nashhome.htm

Early Development and Intervention Needs of Young Children With Visual Impairments

Initial Career Award Grant
Grant No. H023N70042 (1997-00)

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Effects of Setting on Friendship and Acceptance of Young Children With and Without Disabilities

Initial Career Award Grant
Grant No. H023N70026 (1997-00)

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Examining the Effects of Embedding Young Children's Goals and Objectives in Daily Activities

Initial Career Award Grant
Grant No. H023N70020 (1997-00)

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Strategies for Promoting Social Relationships Between Young Children With and Without Disabilities

Initial Career Awards Grant
Grant No. H023N50009 (1995-98)

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Center to Identify and Meet Technical Assistance Needs of Elementary and Middle Schools

Policy and Program Evaluation Grant
Grant No. HS97016001 (1997-02)

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Technical Support for the Department of Education's Initiative to Link Research and Practice to Improve Results for Individuals With Disabilities

Policy and Program Evaluation Grant
Grant No. HS97017002 (1997-02)

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Technical Assistance in Data Analysis, Evaluation, and Report Preparation

Policy and Program Evaluation Grant
Grant No. HS97020001 (1997-02)

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Center to Link Local School Districts With Informational and Support on the Use of Technology, Educational Media, and Materials

Policy and Program Evaluation Grant
Grant No. HS97022001 (1997-02)

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Institute to Improve the Quality of Technology, Educational Media, and Materials for Individuals With Disabilities

Policy and Program Evaluation Grant
Grant No. HS96013001 (1996-01)

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Project Success: Preventing the Development of SED Among Children With Emotional and Behavioral Problems

Preventing the Development of Serious Emotional Disturbance Among Children and Youth With Emotional and Behavioral Problems Grant
Grant No. H237F40022 (1994-98)

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Proactive Home-School Programming for the Prevention of Serious Emotional Disturbance in Children With Behavior Problems

Preventing the Development of Serious Emotional Disturbance Among Children and Youth With Emotional and Behavioral Problems Grant
Grant No. H237F50019 (1995-99)

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Linkages to Learning: An Integrated Multi-Agency, School-Based Program for the Delivery of Health, Mental Health, and Social Services to Students and Their Families

Preventing the Development of Serious Emotional Disturbance Among Children and Youth With Emotional and Behavioral Problems Grant
Grant No. H237F50014 (1995-99)

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Improving the Lives of Children: An SED Primary Prevention Project

Preventing the Development of Serious Emotional Disturbance Among Children and Youth With Emotional and Behavioral Problems Grant
Grant No. H237F40012 (1994-98)

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Preventing the Development of Serious Emotional Disturbance Among Children and Youth With Emotional and Behavioral Problems

Preventing the Development of Serious Emotional Disturbance Among Children and Youth With Emotional and Behavioral Problems Grant
Grant No. H237F50036 (1995-99)

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Committee on Prevention of Reading Difficulties in Young Children

Prevention of Reading Difficulties in Young Children Research Grant
Grant No. H023S50001 (1995-98)

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Investigation of Sequence of Reciprocal Interactions Within Behavioral Episodes of Problem Behavior

School-Linked Services to Support Better Outcomes for Children With Disabilities Grant
Grant No. H023D52001 (1995-98)

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Inclusive Reform in Urban Schools Through Peer-to-Peer Support From School Teams

School-Linked Services to Support Better Outcomes for Children With Disabilities Grant
Grant No. H023D70500 (1997-00)

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Sustaining Effective Practices (STEP)

School-Linked Services to Support Better Outcomes for Children With Disabilities Grant
Grant No. H023D70400 (1997-01)

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Testing a Strategy for Computer-Based Assistive Technology Intervention to Support Inclusion

School-Linked Services to Support Better Outcomes for Children With Disabilities Grant
Grant No. H023D70509 (1998-00)

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A Center to Study Sustainability (CSS) of Research-Based Interventions for Students With Learning Disabilities

School-Linked Services to Support Better Outcomes for Children With Disabilities Grant
Grant No. H023D70415 (1998-01)

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Principals' Project

School-Linked Services to Support Better Outcomes for Children With Disabilities Grant
Grant No. H023D70506 (1997-00)

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Teaching Students With Significant Disabilities to Support Themselves: Promoting Inclusion Through Student-Directed Learning Strategies

School-Linked Services to Support Better Outcomes for Children With Disabilities Grant
Grant No. H023D70502 (1998-01)

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The Effects of a Supportive Classroom Community on the Inclusion of Students With Severe Disabilities

School-Linked Services to Support Better Outcomes for Children With Disabilities Grant
Grant No. H023D70507 (1997-98)

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Sustainability of Promising Innovations

School-Linked Services to Support Better Outcomes for Children With Disabilities Grant
Grant No. H023D70408 (1997-01)

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Families and Schools Together: An Experimental Analysis of a Parent-Mediated Early Intervention Program for Elementary Children

School-Linked Services to Support Better Outcomes for Children With Disabilities Grant
Grant No. H023D70203 (1999-01)

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Longitudinal Study of the Impact of Early Intervention Services on Infants and Toddlers With Disabilities

Special Studies Program Grant
Grant No. H159E50001 (1995-00)

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Center to Support the Achievement of World Class Outcomes for Students With Disabilities

Special Studies Program Grant
Grant No. H159C50004 (1995-00)

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National Center on Assessment of Outcomes for Children and Youth With Disabilities

Special Studies Program Grant
Grant No. H159C00004 (1990-98)

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State and Local Education Efforts to Implement the Transition Requirements in the Individuals With Disabilities Act

Special Studies Program Grant
Grant No. H159D50001 (1995-98)

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State-Federal Administrative Information Exchange Project

Special Studies Program Grant
Grant No. H159K70002 (1997-00)

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A Comparison of the Effects of Proleptic Versus Direct Strategy Instruction on the Composition Skills of Students With Learning Disabilities

Student-Initiated Research Grant
Grant No. H023B70044 (1997-98)

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Persistence in Inclusionary Settings

Student-Initiated Research Grant
Grant No. H023B70087 (1997-98)

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Behavioral Regulation in Males With Fragile X

Student-Initiated Research Grant
Grant No. H023B70035 (1997-98)

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E-mail: bailey@mail.fpg.unc.edu
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Family Adaptations: The Division of Responsibilities in Mexican Families of Children With Developmental Disabilities

Student-Initiated Research Grant
Grant No. H023B70053 (1997-98)

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Toward Resilience: The Ecology of Motherhood for Women With Serious Mental Illness

Student-Initiated Research Grant
Grant No. H023B70074 (1997-98)

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Television Literacy: Comprehension of Program Content Using Closed-Captions for the Deaf

Student-Initiated Research Grant
Grant No. H023B7073 (1997-98)

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The Effects of Student Performance Feedback on the Reading Progress, Achievement, and Instructional Programs of Students At Risk for Learning Disabilities

Student-Initiated Research Grant
Grant No. H023B70060 (1997-98)

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Using Constant Time Delay to Teach Preventative Safety Skills to Preschoolers With Disabilities

Student-Initiated Research Grant
Grant No. H023B70068 (1997-98)

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Assessments of Preschoolers' Resilience in Special Education and Poverty-Related Programs

Student-Initiated Research Grant
Grant No. H023B70039 (1997-98)

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Enhancing Treatment Utility in Instructional Consultation Problem Solving: Comparison of Alternative Assessment Technologies

Student-Initiated Research Grant
Grant No. H023B70033 (1997-98)

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Center for Special Education Finance

Technology in Education Grant
Grant No. H159G20002 (1992-98)

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URL: http://csef.ari.org/

Testing the Use of an Instrument to Measure Student Progress

Technology in Education Grant
Grant No. H159H60002 (1996-99)

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A Computerized Assessment Environment to Promote Literacy in Assessment for Individuals With Disabilities

Technology in Education Grant
Grant No. H180G50015 (1995-98)

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Preventing Early Reading Failure by Enhancing Classroom Technologies: An Analysis of Peer-Assisted Learning Strategies, Computer-Assisted Instruction and Continuous Progress Monitoring in Primary General Education Classrooms

Technology in Education Grant
Grant No. H180G60004 (1996-99)

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Video Feedforward to Promote Reading, Communication, and Effective Judgments by Young Children With Disabilities

Technology in Education Grant
Grant No. H180G60031 (1996-99)

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The Early Childhood Comprehensive Technology System (ECCTS)

Technology in Education Grant
Grant No. H180U50039 (1995-98)

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Elementary Education and Reading
Western Illinois University
Horrabin Hall, Room 27
Macomb, IL 61455
(309) 298-1634
Fax: 309-298-2305
E-mail: pl-hutinger@wiu.edu

TEChPLACEs: Technology in Early Childhood-Planning and Learning About Community Environments

Technology in Education Grant
Grant No. H180T70065 (1997-99)

Patricia Hutinger, Project Director
Western Illinois University
1 University Circle
Macomb, IL 61455
(309) 298-1634
Fax: 309-298-2305
E-mail: pl-hutinger@wiu.edu

Examination of the Effectiveness of a Functional Approach to the Delivery of Assistive Technology Services in Schools

Technology in Education Grant
Grant No. H180U50025 (1995-98)

Edward Blackhurst, Project Director
Research Foundation
University of Kentucky
105 Kinkead Hall
Lexington, KY 40506
(606) 257-7908
Fax: 606-257-7908

A National Perspective on Special Educators' Use of Technology to Promote Literacy

Technology in Education Grant
Grant No. H180G50013 (1995-98)

Lynn Halverson, Project Director
Macro International
11785 Beltsville Drive
Calverton, MD 20705
(301) 572-0477
Fax: 301-572-0999
E-mail: halverson@macroint.com

Beyond Assistive Technology: Policy, Curriculum and Technology for Inclusion

Technology in Education Grant
Grant No. H180U50035 (1995-98)

David Rose, Project Director
CAST, Incorporated
39 Cross Street
Peabody, MA 01960
(978) 531-8555
Fax: 978-531-0192
E-mail: drose@cast.org

Formulate and Conduct Research Around Improving Education and Technology Related Services at the Local Level

Technology in Education Grant
Grant No. H180U50026 (1995-98)

William Kiernan and Debra Hart
Project Co-Directors
Institute for Community Inclusion
Children's Hospital
300 Longwood Avenue
Boston, MA 02115
(617) 355-7443
Fax: 617-355-7940
E-mail: hart_d@a1.tch.harvard.edu
URL: http://www.childrenshospital.org/ici/

Achieving Curriculum Inclusion and Integrating Technology With Instruction Through Backward Mapping and Collaborative Action Research

Technology in Education Grant
Grant No. H180U60037 (1997-99)

Thomas Keating, Project Director
Eugene Research Institute
132 East Broadway, Suite 747
Eugene, OR 97401
(541) 342-1553
Fax: 541-342-4310
E-mail: tkeating@oregon.uoregon.edu

Trains Teachers to Develop English Literacy Lesson Using Hispanic Culture and Multimedia Technology

Technology in Education Grant
Grant No. H180G50035 (1995-98)

Jean Andrews, Project Director
Lamar University, Beaumont
PO Box 10076
Beaumont, TX 77710
(409) 880-8170

Captioning Instructional Videos to Improve Literacy

Technology in Education Grant
Grant No. H180G60022 (1996-99)

Eric Kirkland, Principal Investigator
National Captioning Institute
1900 Gallows Road, Suite 3000
Vienna, VA 22182
(703) 917-7600
Fax: 703-917-9878
URL: http://www.us.net/nci/

Early Childhood Personnel Preparation Project

Infant/Toddler Personnel Grant
Grant No. H029Q50044 (1995-98)

Susan Ryan-Vincek, Project Director
Center for Human Development
2330 Nichols Avenue
Anchorage, AK 99508
(907) 286-4854
Fax: 907-286-4856

Early Childhood Special Educator Program

Infant/Toddler Personnel Grant
Grant No. H029Q30041 (1993-98)

Marci Hanson, Project Director
Department of Education
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
(415) 338-1630
Fax: 415-338-3325

Infant Specialist Training Program

Infant/Toddler Personnel Grant
Grant No. H029Q30043 (1993-98)

Marci Hanson, Project Director
Department of Special Education
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
(415) 338-1630
Fax: 415-338-3325

Mentors in Early Childhood Special Education

Infant/Toddler Personnel Grant
Grant No. H029Q40048 (1994-99)

Claire Cavallaro, Project Director
California State University
18111 Nordhoff Street
Northridge, CA 91330
(818) 885-2596
Fax: 818-677-7804

Preparing Early Intervention Specialists for Service in Hispanic Communities

Infant/Toddler Personnel Grant
Grant No. H029Q30034 (1993-98)

Shirley Sparks, Project Director
Department of Special Education
Santa Clara University
Bannan Hall
Santa Clara, CA 95053
(408) 554-4435
Fax: 408-554-4301

Preparation for Multicultural Early Childhood Services

Infant/Toddler Personnel Grant
Grant No. H029Q30052 (1993-98)

Steve Kramer, Project Director
Communicative Disorders
San Diego State University
5178 College Avenue
San Diego, CA 92182-1900
(619) 594-6140
Fax: 619-594-7109
E-mail: skramer@mail.sdsu.edu

Professional Preservice Personnel Preparation for Early Intervention Using the First Start Model

Infant/Toddler Personnel Grant
Grant No. H029Q40085 (1994-99)

Marilyn Krajicek, Project Director
School of Nursing
University of Colorado
4200 East 9th Avenue, C287
Denver, CO 80262
(303) 315-5026
Fax: 303-315-5215
E-mail: marilyn.krajicek@uchse.edu

Preparation of Family-Centered Early Education Specialists of Deaf Children

Infant/Toddler Personnel Grant
Grant No. H029Q50032 (1995-98)

Marilyn Sass-Lehrer, Project Director
Department of Education
Gallaudet University
800 Florida Avenue NE
Washington, DC 20002
(202) 651-5530
Fax: 202-651-5860
E-mail: masasslehrer@gallua.gallaudet.edu

Recruiting and Training Minority Students in Speech-Language Pathology to Serve Infants, Toddlers, Preschoolers, and Their Families

Infant/Toddler Personnel Grant
Grant No. H029Q50050 (1995-98)

Eugene Wiggins, Project Director
4200 Connecticut Avenue NW
Washington, DC 20001
(202) 274-6162
Fax: 202-274-6350
E-mail: nbaslh@aol.com

Shifting Paradigms in Clinical Training: Preparing the Early Childhood Educator to Facilitate Inclusion

Infant/Toddler Personnel Grant
Grant No. H029Q40009 (1994-98)

Maxine Freund, Project Director
George Washington University
2121 I Street NW, 6th Floor
Washington, DC 20052
(202) 994-1510
Fax: 202-994-3365
E-mail: mfreund@gwu.edu

WEIPP: Wisconsin Early Intervention Preservice Project

Infant/Toddler Personnel Grant
Grant No. H029Q50033 (1995-98)

George Jesien, Project Director
The Joseph P. Kennedy, Jr., Foundation
1325 G Street NW, Suite 500
Washington, DC 20005
(202) 393-1250
Fax: 202-824-0351
E-mail: gjesien@ari.net

Infant/Toddler Specialization: Rural Interdisciplinary Collaborative Services

Infant/Toddler Personnel Grant
Grant No. H029Q50045 (1995-98)

Julie Lee, Project Director
College Education
Valdosta State University
1500 North Paterson Street
Valdosta, GA 31698-0102
(912) 333-5932
Fax: 912-333-7167
E-mail: julielee@valdosta.edu

Interdisciplinary Preservice Specialization Project: (IPSP) Training Early Intervention Personnel to Provide Part H Services

Infant/Toddler Personnel Grant
Grant No. H029Q30007 (1993-98)

Elizabeth Straka, Project Director
Department of Communication Sciences and Disorders
593 Aderhold Hall
The University of Georgia
Athens, GA 30602-3622
(706) 542-6093

Personnel for Integrated Early Childhood Environments

Infant/Toddler Personnel Grant
Grant No. H029Q30025 (1993-98)

Michaelene Ostrosky, Project Director
Department of Special Education
University of Illinois
801 South Wright Street
Champaign, IL 61820
(217) 333-0260
Fax: 217-333-6555
E-mail: ostrosky@uiuc.edu

Dual Endorsement Training: Early Childhood Special Education and Pre-K/ Kindergarten

Infant/Toddler Personnel Grant
Grant No. H029Q50019 (1995-98)

Marion Panyan, Project Director
Department of Special Education
School of Education and Human Services
Fine Arts Center
Drake University
Des Moines, IA 50311
(515) 271-4124
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E-mail: marion.panyan@drake.edu

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Newly Implemented Highway for Training Teachers in ECSE Across Three Iowa Regent Institutions

Infant/Toddler Personnel Grant
Grant No. H029Q50071 (1995-98)

Donna Raschke, Project Director
Department of Special Education
University of Northern Iowa
150A Schindler Education Center
Cedar Falls, IA 50614-0601
(319) 273-6061
Fax: 319-273-6997
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ACCK Early Intervention Preservice Grant

Infant/Toddler Personnel Grant
Grant No. H029Q30013 (1993-98)

Sharon Rosenkoetter, Project Director
Associated Colleges of Central Kansas
210 South Main
McPherson, KS 67460
(316) 241-5150, 116
Fax: 316-241-5153
E-mail: asharonr@acck.edu

Establishing A Blended Early Childhood and Early Childhood Special Education Undergraduate Program and Restructuring the Current Early Childhood Special Education Program

Infant/Toddler Personnel Grant
Grant No. H029Q50066 (1995-98)

Barbara Thompson, Project Director
University of Kansas
3001 Dole Building
Lawrence, KS 66045
(913) 864-4954

Preparation of Early Childhood Personnel

Infant/Toddler Personnel Grant
Grant No. H029Q40024 (1994-99)

Vicki Stayton, Project Director
Department of Teacher Education
Western Kentucky University
360 Tate Page Hall
Bowling Green, KY 42101
(502) 745-3899
Fax: 502-745-2939

Hopkins Mentor Program: Early Intervention and Early Childhood Special Education Personnel Preparation

Infant/Toddler Personnel Grant
Grant No. H029Q40090 (1994-98)

Janeen Taylor, Project Director
School of Continuing Studies
Johns Hopkins University
3400 North Charles Street - Whitehead
Baltimore, MD 21218
(410) 516-8273
Fax: 410-290-0467
E-mail: jmtaylor@ghu.edu

Partnership for Preparation of Early Intervention/Preschool Special Education Specialists

Infant/Toddler Personnel Grant
Grant No. H029Q50062 (1995-98)

Janeen Taylor, Project Director
Johns Hopkins University
3400 North Charles Street - Whitehead
Baltimore, MD 21218
(410) 516-8273
Fax: 410-290-0467
E-mail: jmtaylor@ghu.edu

Interdisciplinary Training in Special Needs: A Multicultural Emphasis

Infant/Toddler Personnel Grant
Grant No. H029Q30060 (1993-98)

Allison Gottlieb, Project Director
Eunice Kennedy Shriver Center
200 Trapelo Road
Waltham, MA 02254
(781) 642-0237
Fax: 781-642-0238

Training of Speech-Language Pathologists: Young Children of Diverse Cultural Backgrounds Who Are Living in Poverty

Infant/Toddler Personnel Grant
Grant No. H029Q50006 (1995-98)

Barry Prizant, Project Director
Emerson College
100 Beacon Street
Boston, MA 02116
(617) 824-8500 or 8308

Extended Training for Early Intervention and Preschool Personnel

Infant/Toddler Personnel Grant
Grant No. H029Q40071 (1994-98)

Suzanne Lamorey, Project Director
University of Missouri
310 Jesse Hall
Columbia, MO 65211
(314) 882-7383

Preservice Training of M.A. — Level Speech-Language Pathologists to Provide Appropriate Services to Minority Infants, Toddlers, and Their Families

Infant/Toddler Personnel Grant
Grant No. H029Q40002 (1994-99)

Lynda Campbell, Project Director
Department of Communication Disorders
St. Louis University
3750 Lindell Boulevard
St. Louis, MO 63108
(314) 977-2948
Fax: 314-977-3360

Community-Based Interdisciplinary Team Training of Special Educators, Speech Language Pathologists and Audiologists for Early Intervention and Preschool Roles

Infant/Toddler Personnel Grant
Grant No. H029Q50068 (1995-98)

Philip Safford, Project Director
Kent State University
405 White Hall
Kent, OH 44242
(330) 672-2294
Fax: 330-672-2512

Interdisciplinary Infant/Newborn Specialist Training Program

Infant/Toddler Personnel Grant
Grant No. H029Q40056 (1994-99)

Gerald Mahoney, Project Director
Family Child Learning Center
Children's Medical Center
1 Perkins Square
Akron, OH 44308
(216) 633-2055
E-mail: gmahoney@kent.edu

Personnel Preparation Early Childhood Special Education Ages 3-5 Itinerant Teacher Services

Infant/Toddler Personnel Grant
Grant No. H029Q50025 (1995-98)

Bill McInerney and Laurie Dinnebeil,
Project Co-Directors
University of Toledo
Room 5008
Gillham Hall
Toledo, OH 43606
(419) 530-2284
Fax: 419-530-8447
E-mail: wmciner@utnet.utoledo.edu

Rural Early Intervention Training Project (REITP)

Infant/Toddler Personnel Grant
Grant No. H029Q30006 (1993-98)

Jane Squires, Project Director
Early Intervention Program
University of Oregon
East 18th Avenue
Box 5253
Eugene, OR 97403-5253
(541) 346-2634
Fax: 541-346-5639
E-mail: jane_squires@ccmail.uoregon.edu

Early Intervention: Recruiting Minorities/ Preparing Paraprofessionals and Special Educators

Infant/Toddler Personnel Grant
Grant No. H029Q40019 (1994-99)

Judith Bondurant-Utz, Project Director
State University of New York
Buffalo, NY 14209
(716) 878-5429
Fax: 716-878-5410
E-mail: bondurja@buffalstate.edu

Personnel Preparation: Early Childhood Special Education in Inclusive Settings

Infant/Toddler Personnel Grant
Grant No. H029Q50027 (1995-98)

Lisa Fleisher, Project Director
NYU School of Education
Shimkin Hall
50 West 4th Street
New York, NY 10003
(212) 998-5460
Fax: 212-995-4049
E-mail: fleisher@is2.nyu.edu

Early Childhood Speciality Certification for School Psychologists

Infant/Toddler Personnel Grant
Grant No. H029Q40026 (1994-99)

Kenneth Thurman, Project Director
College of Education
Temple University
Broad Street and Montgomery Avenue
Philadelphia, PA 19122
(215) 204-6018
Fax: 215-204-1414

Training of Paraprofessionals to Work With Children Ages Birth to 5 and Their Families

Infant/Toddler Personnel Grant
Grant No. H029Q50048 (1995-98)

Dona Bauman, Project Director
Department of Education
Lehigh Carbon Community College
Schnecksville, PA 05602
(610) 799-1706
Fax: 610-799-1706

Unified Preparation for Better Early Education Teachers (UPBEET)

Infant/Toddler Personnel Grant
Grant No. H029Q30047 (1993-98)

Kenneth Thurman, Project Director
College of Education
Temple University
Broad Street and Montgomery Avenue
Philadelphia, PA 19122
(215) 204-6018
Fax: 215- 204-1414

Inclusive Early Childhood Training

Infant/Toddler Personnel Grant
Grant No. H029Q50058 (1995-98)

Keith Turner, Project Director
Department of Special Education
University of Texas
PO Box 726
Austin, TX 78712
(512) 471-4161
Fax: 512-471-4061
E-mail: turner.keith@mail.utexas.edu

A New Interdisciplinary Program to Prepare Undergraduate Students to Work as Early Intervention Specialists

Infant/Toddler Personnel Grant
Grant No. H029Q40089 (1994-98)

Melanie Jephson, Project Director
Department of Counseling and Special Education
Stephen Austin State University
PO Box 13019
Nacogdoches, TX 75962
(409) 568-2906

Early Childhood Personnel Preparation Project

Infant/Toddler Personnel Grant
Grant No. H029Q50037 (1995-98)

Angela Capone, Project Director
University of Vermont
405A Waterman Building
Burlington, VT 05405
(802) 656-1147
Fax: 802-656-1357
E-mail: acapone@zoo.uvm.edu

Preparation of Community-Based Child Care Providers

Infant/Toddler Personnel Grant
Grant No. H029Q50047 (1995-98)

Lee Lauber, Project Director
Washington County Family Center
32 College Street, Suite 100
Montpelier, VT 05602
(802) 828-8765
Fax: 802-828-8796
E-mail: llauber@srs.state.vt.us

Preparing Personnel to Teach Young Children With Severe Disabilities in Integrated Preschool Classrooms

Infant/Toddler Personnel Grant
Grant No. H029Q40020 (1994-98)

Ilene Schwartz, Project Director
University of Washington
Experimental Education Unit, WJ-10
Seattle, WA 98195
(206) 543-4011
Fax: 206-543-8480
E-mail: ilene@u.washington.edu

Preparation of Rural Personnel to Serve Young Children With Disabilities and Their Families: A Multi-University Consortium

Infant/Toddler Personnel Grant
Grant No. H029Q50031 (1995-98)

Sarah Rule, Project Director
Center for Persons With Disabilities
Utah State University
UMC #6845
Logan, UT 84322-6805
(801) 797-1987
Fax: 801-797-3944
E-mail: s-rule@cpd.usu.edu

Post Doctoral Training in Early Childhood Language: Applied Research and Applications to Practice

Leadership Personnel Grant
Grant No. H029D50062 (1995-99)

Jeanne Wilcox, Project Director
Department of Speech and Hearing
Arizona State University
PO Box 870101
Tempe, AZ 85287-0102
(602) 965-9394
Fax: 602-965-0965
E-mail: mjwl@asu.edu
URL: http://www.asu.edu/clas/shs/wilcox/index.htm

Early Childhood Special Education and Services Joint Doctoral Leadership Institute

Leadership Personnel Grant
Grant No. H029D40020 (1994-99)

Marci Hanson, Project Director
College of Education
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
(415) 338-1630
Fax: 415-338-3325

Interdisciplinary Leadership Training Program

Leadership Personnel Grant
Grant No. H029D50027 (1995-99)

Toni Linder, Project Director
College of Education
University of Denver
Denver, CO 80208
(303) 871-2474
Fax: 303-871-4456
E-mail: tlinder@du.edu

A Leadership Training Program to Prepare Doctoral Level Psychologists for a Specialization in Services for Drug-Exposed Infants and Their Families

Leadership Personnel Grant
Grant No. H029D30073 (1993-98)

Kathy Katz, Project Director
Child Development Center
Georgetown University
3307 M Street NW, Suite 401
Washington, DC 20007
(202) 687-8778
Fax: 202-687-7161
E-mail: katzk@gunet.georgetown.edu

Spanning Boundaries: Doctoral Leadership Training in Early Intervention

Leadership Personnel Grant
Grant No. H029D30054 (1993-98)

Maxine Freund, Project Director
Department of Teacher Preperation and Special Education
Georgetown University
2134 G Street NW, Suite 416
Washington, DC 20052
(202) 994-1547
Fax: 202-994-3365
E-mail: mfreund@gwu.edu

Leadership Personnel Preparation in Early Childhood Special Education

Leadership Personnel Grant
Grant No. H029D40033 (1994-99)

Mary Francis Hanline, Project Director
Department of Special Education
College of Educaiton
Florida State University
Tallahassee, FL 32306
(850) 644-4880
Fax: 850-644-8715
E-mail: hanline@coe.fsu.edu

Doctoral Training Program in Families and Disability: Focusing on Transition, Goals 2000, and Multiculturalism in Preparing Special Education Leadership Personnel

Leadership Personnel Grant
Grant No. H029D50053 (1995-99)

Ann Turnbull, Project Director
Department of Special Education
University of Kansas
3001 Dole Building
Lawrence, KS 66045
(913) 864-7600
Fax: 913-864-5825
E-mail: ann@dole.lsi.ukans.edu

Establishing Interprofessional Community/School Linkages in Early Childhood Intervention (0-8)

Leadership Personnel Grant
Grant No. H029D70066 (1997-01)

Karen Gallagher, Project Director
Institute for Life Span Studies
School of Education
University of Kansas
112 Bailey Hall
Lawrence, KS 66045
(785) 864-4297
Fax: 785-864-5076
E-mail: kgallagher@ukans.edu

Integrated Interdisciplinary Leadership Personnel Training for Early Childhood Language Intervention

Leadership Personnel Grant
Grant No. H029D50007 (1995-98)

Mabel Rice, Project Director
Institute of Life Span Studies
University of Kansas
3001 Dole Building
Lawrence, KS 66045
(785) 864-4570
Fax: 785-864-4571
E-mail: mabel@ukans.edu

Training Leadership Personnel to Address the Needs of Preschoolers Who Engage in Challenging Behavior

Leadership Personnel Grant
Grant No. H029D50063 (1995-99)

Joe Reichle, Project Director
Department of Communication Disorders
University of Minnesota
164 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-3322
Fax: 612-624-7586
E-mail: reich001@tc.umn.edu

Interdisciplinary Personnel Leadership Training Program for Policy Development and Implementation

Leadership Personnel Grant
Grant No. H029D30045 (1993-98)

Royal Walker, Project Director
Institute for Disability Studies
University of Southern Mississippi
Box 5163
Jackson, MS 39406-5163
(601) 266-5163
E-mail: royal.walker@usm.edu

Doctoral Training in Early Childhood, Families, and Early Intervention

Leadership Personnel Grant
Grant No. H029D70001 (1997-01)

Sam Odom, Project Director
School of Education
University of North Carolina at Chapel Hill
CB#4100, 300 Bynum Hall
Chapel Hill, NC 27599-4100
(919) 962-5579
Fax: 919-962-5097
E-mail: samodom@email.unc.edu

Interdisciplinary Training for Leadership in Serving Infants, Toddlers, and Preschoolers With Disabilities

Leadership Personnel Grant
Grant No. H029D30080 (1993-98)

Philip Safford, Project Director
Kent State University
Room 233 Lowry Hall
PO Box 5190
Kent, OH 44242-0001
(216) 672-2580

Interdisciplinary Early Intervention/Early Childhood Special Education Leadership Program

Leadership Personnel Grant
Grant No. H029D40067 (1994-99)

Diane Bricker, Project Director
Center for Human Development
University of Oregon
901 East 18th Avenue
Eugene, OR 97403
(541) 346-0807
Fax: 541-346-5639
E-mail: diane_bricker@ccmail.uoregon.edu

Interdisciplinary Preparation of Leadership Personnel in Early Intervention and Prevention of Developmental Disabilities

Leadership Personnel Grant
Grant No. H029D60004 (1996-00)

Josephine Hatley, Project Director
Programs in Special Education
University of Pittsburgh
4H01 Forbes Quadrangle
Pittsburgh, PA 15260
(412) 624-7247
Fax: 412-624-7408
E-mail: hatley@orserver.off-res.pitt.edu

Penn State Collaborative Leadership Program for Early Intervention

Leadership Personnel Grant
Grant No. H029D20032 (1992-97)

John Neisworth, Project Director
Department of Education and School Psychology, and Special Education
227 Cedar Building
Penn State University
University Park, PA 16802
(814) 863-2280
Fax: 814-863-7750

Preparation of Leadership Personnel for Responsible Inclusion: Working Together to Provide Equity Education

Leadership Personnel Grant
Grant No. H029D60065 (1996-00)

Margaret Emery, Project Director
Sponsored Programs
300 Brackett Hall
Clemson University
Box 345702
Clemson, SC 29634-0709
(864) 656-5109
E-mail: emargar@clemson.edu

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Doctoral Leadership Training in Early Childhood Special Education

Leadership Personnel Grant
Grant No. H029D40078 (1994-99)

Ann Kaiser, Project Director
Department of Special Education
Vanderbilt University
Box 328 Peabody College
Nashville, TN 37240
(615) 322-8186
Fax: 615-343-1570
E-mail: ann.p.kaiser@vanderbilt.edu

A Program to Prepare Doctoral-Level Special Educators With an Early Childhood Emphasis Area

Leadership Personnel Grant
Grant No. H029D30013 (1993-98)

Sarah Rule, Project Director
Center for Persons With Disabilities
Utah State University
Logan, UT 84322-6805
(801) 750-1987
Fax: 801-797-3944
E-mail: s_rule@cpd.usu.edu

Educational Leadership Preparation Program to Support Learners With Severe Communication/Behavior Disorders and Autism in Heterogeneous and Inclusive Settings

Leadership Personnel Grant
Grant No. H029D50019 (1995-99)

Anne Donnellan, Project Director
Wisconsin Center for Educational Research
University of Wisconsin
1025 West Johnson Street
Madison, WI 53706
(608) 263-4362
Fax: 608-262-8108
E-mail: amdonnel@flagstaff.wisc.edu

Preparing Personnel to Serve Young Children With Low-Incidence Disabilities

Low-Incidence Grant
Grant No. H029A60083 (1996-99)

Samera Baird, Project Director
Department of Rehabilitation and Special Education
Auburn University
1234 Haley Center
Auburn, AL 36849
(205) 844-5943
Fax: 205-844-2080

Project Hear: Preparation of Teachers to Work With Elementary, Preschool, Multiply Handicapped, or Bilingual-Deaf or Hard-of-Hearing Children

Low-Incidence Grant
Grant No. H029A30023 (1993-98)

Shirin Antia, Project Director
Department of Special Education and Rehabilitation
College of Education
University of Arizona
Tucson, AZ 85721
(520) 621-0944
Fax: 520-621-3821
E-mail: fantia@u.arizona.edu

Visually Impaired Personnel Preparation (VIPP)

Low-Incidence Grant
Grant No. H029A30005 (1993-98)

Jane Erin, Project Director
Department of Special Education and Rehabilitation
College of Education Room 405
University of Arizona
PO Box 210069
Tucson, AZ 85721
(520) 621-0945
Fax: 520-621-9448

Graduate Training of Personnel to Serve Infants and Young Children With Low-Incidence Disabilities

Low-Incidence Grant
Grant No. H029A50034 (1995-98)

Diane Klein, Project Director
California State University
5151 State University Drive
Los Angeles, CA 90032
(213) 343-4400
Fax: 213-343-5605
E-mail: dklein@calstatela.edu

Specialized Training in Communication, Language, and Literacy for Personnel to Serve Children With Low-Incidence Disabilities and Their Families in Inclusive Settings

Low-Incidence Grant
Grant No. H029A60055 (1996-99)

Susan M. Moore, Project Director
Department of Communication Disorders and Speech Sciences
University of Colorado
Denver, CO 80217
(303) 492-5375
Fax: 303-492-3274

Master's Training Program in Traumatic Brain Injury, A Comprehensive Neurodevelopmental Perspective

Low-Incidence Grant
Grant No. H029A40028 (1994-98)

Carol Kochhar, Project Director
George Washington University
2134 G Street NW, 41st Floor
Washington, DC 20052
(202) 994-1536
Fax: 202-994-3365
E-mail: kochhar@guis2.circ.gwu.edu

Leadership 2000: A Unified Early Childhood and Early Childhood Special Education Doctoral Program

Low-Incidence Grant
Grant No. H029A60005 (1996-00)

Vivian Correa, Project Director
Department of Special Education
University of Florida
G 315 Norman Hall
Gainesville, FL 32611-7050
(904) 392-0701
Fax: 904-392-2655

The Preparation of Personnel to Teach Individuals With Visual Impairment

Low-Incidence Grant
Grant No. H029A40018 (1994-98)

Sandra Lewis, Project Director
Florida State University
Tallahassee, FL 32306
(850) 644-4880
Fax: 850-644-8715

Intermountain Hearing-Impaired Partnership (I-HIP)

Low-Incidence Grant
Grant No. H029A40023 (1994-99)

Thomas Longhurst, Project Director
Idaho State University
CB# 8116
Pocatello, ID 83209
(208) 236-2204
Fax: 208-236-4602
E-mail: longtom@isu.edu

Preparation of Personnel to Serve Learners With Disabilities

Low-Incidence Grant
Grant No. H029A60053 (1996-99)

Norma DeMario, Project Director
Department of Special Education Development
Illinois State University
533 DeGarmo Hall, CB#5910
Normal, IL 61790
(309) 438-8980
Fax: 309-438-8699
E-mail: ncdemar@rs6000.cmp.ilstu.edu

Preparing General and Special Education Teacher Teams in Inclusionary Practices for Children With Severe Disabilities, Utilizing an Information Highway in a Cooperative Program Across Three Iowa Regents Institutions

Low-Incidence Grant
Grant No. H029A60006 (1996-99)

Donna Raschke, Project Director
Department of Special Education
University of Northern Iowa
150 Education Center
Cedar Falls, IA 50614
(319) 273-3258
E-mail: donna.lraschke@uni.edu

Great Plains Deaf Education/Deaf-Blind Project

Low-Incidence Grant
Grant No. H029A70127 (1998-00)

Lynn Hayes, Project Director
Hearing and Speech Department
University of Kansas Medical Center
3031 Miller Building
3901 Rainbow Boulevard
Kansas City, KS 66160-7605
(913) 588-5750
Fax: 913-588-5923
E-mail: lhayes@kumc.edu

Rural Family Support Specialist Training Program in Early Intervention

Low-Incidence Grant
Grant No. H029A60001 (1996-99)

Sue Forest, Project Director
University Affiliated Rural Institute on Disabilities
Pharmacy/Psychology Building
University of Montana
Missoula, MT 59812
(406) 243-5763
Fax: 406-243-4353
E-mail: suef@selway.umt.edu

Specialist Training Program in Behavioral Approaches to the Education of Children With Autistic Spectrum Disorders

Low-Incidence Grant
Grant No. H029A60034 (1996-99)

Karin Kauffman, Project Director
Warner Graduate School of Education and Human Development
University of Rochester
Rochester, NY 14627-0251
(717) 275-8300

Graduate Training in Services for Infants and Toddlers Who Are Deaf or Hard-of-Hearing and Their Families

Low-Incidence Grant
Grant No. H029A60074 (1996-99)

Carol Toncar, Project Director
Department of Education Foundation and Special Services
Kent State University
405 White Hall
Kent, OH 44242-0001
(216) 672-2512

Severe Disabilities—Early Intervention

Low-Incidence Grant
Grant No. H029A50022 (1995-98)

Bill McInerney and Laurie Dinnebeil,
Project Co-Directors
University of Toledo
Room 5008
Gillham Hall
Toledo, OH 43606
(419) 530-4330
Fax: 419-530-8447
E-mail: wmciner@utnet.utoledo.edu

Improving Quality of Instruction for Students At Risk or Identified With Disabilities by Training School Psychologists in Instructional Consultation

Low-Incidence Grant
Grant No. H029A70099 (1997-00)

Ruth Kaminski, Project Director
University of Oregon
School Psychology Program
5219 University of Oregon
Eugene, OR 97403-5219
(541) 346-2142
Fax: 541-346-2897
E-mail: ruth_kaminski@ccmail.uroegon.edu

Preparation of Teachers of the Visually Impaired, Supplementary Preparation in Orientation and Mobility, and a New Component in Early Intervention

Low-Incidence Grant
Grant No. H029A60060 (1996-99)

George Zimmerman, Project Director
Programs in Special Education
University of Pittsburgh
4H01 Forbes Quadrangle
Pittsburgh, PA 15260
(412) 624-7247
Fax: 412-648-7081
E-mail: gjzt@pitt.edu

Preparation of ECSE Personnel in South Carolina

Low-Incidence Grant
Grant No. H029A70115 (1997-00)

William Brown, Project Director
Educational Psychology College
College of Education
University of South Carolina
Columbia, SC 29208
(803) 777-6582
Fax: 803-777-2824
E-mail: bbrown@ed.sc.edu

Training Early Interventionists in Low-Incidence Disabilities

Low-Incidence Grant
Grant No. H029A60085 (1996-99)

Louise Kaczmarek, Project Director
Programs in Special Education
University of Pittsburgh
4H01 Forbes Quadrangle
Pittsburgh, PA 15260
(412) 624-7247
Fax: 412-648-7081
E-mail: kaczmkt@pitt.edu

Master's Preparation in Early Intervention

Low-Incidence Grant
Grant No. H029A60079 (1996-99)

Eva Horn, Project Director
Department of Special Education
Vanderbilt University
Nashville, TN 37203
((615) 322-8185
Fax: 615-343-1570
E-mail: eva.horn@vanderbilt.edu

Preparation of Communication Specialists to Serve Young Children With Autism Spectrum Disorders: Speech Pathology and Audiology

Low-Incidence Grant
Grant No. H029A60030 (1996-99)

Fred Bess, Project Director
Division of Hearing and Speech Sciences
School of Medicine
Vanderbilt University
Nashville, TN 37203
(615) 322-4099
Fax: 615-343-7705
E-mail: bessxxfh@ctravax.vanderbilt.edu

Utah Multi-University Consortium: Statewide Preparation of Early Childhood Specialists in Vision and Hearing

Low-Incidence Grant
Grant No. H029A70074 (1997-00)

Kathleen Robins, Project Director
Department of Special Education
University of Utah
221 MBH
Salt Lake City, UT 84112
(801) 581-6082
Fax: 801-585-6476
E-mail: krobins@gse.utah.edu
URL: http://www.gse.utah.edu/

Preparing Speech-Language Pathologists and Early Childhood Providers to Serve the Needs of Children With Autism Spectrum Disorders in Rural Settings

Low-Incidence Grant
Grant No. H029A70054 (1997-00)

Patricia Prelock, Project Director
Department of Communication Sciences
University of Vermont
407 Pomeroy
Burlington, VT 05405
(802) 656-2529
Fax: 802-656-2528
E-mail: pprelock@zoo.uvm.edu

Family-Centered, Parent-Professional Collaborative Training to Prepare Minority Professionals to Serve Families of Preschool Children With Disabilities

Minority Institutions Grant
Grant No. H029E60006 (1996-99)

Gil Guerin, Project Director
Division of Special Education and
Rehabilitative Services
San Jose State University
One Washington Square
San Jose, CA 95192-0078
(650) 574-4753
Fax: 408-924-3713
E-mail: gguerin@aol.co

Interdisciplinary Preservice Early Intervention Training of Related Services Personnel and Special Educators to Serve a Culturally Diverse Community

Minority Institutions Grant
Grant No. H029E70036 (1997-00)

Doris Okada, Project Director
Dominguez Hills Foundation
California State University
1000 East Victoria Street
Carson, CA 90747-0001
(213) 243-3927
Fax: 213-265-1685
E-mail: vnokada@deltanet.com

Minority Personnel Preparation Project

Minority Institutions Grant
Grant No. H029E50049 (1995-98)

Margaret Hughes, Project Director
California State University
Fullerton, CA 92634
(714) 773-2106

Personnel Preparation in Visual Impairment and Blindness

Minority Institutions Grant
Grant No. H029E70019 (1997-01)

Diane Fazzi, Project Director
University Auxiliary Services
California State University
5151 State University Drive
Los Angeles, CA 90032
(212) 343-4400

Special Educators for Culturally and Linguistically Diverse Learners With Disabilities

Minority Institutions Grant
Grant No. H029E70043 (1997-01)

Nancy Burstein, Project Director
California State University
1811 Nordhoff State
Northridge, CA 91364-8265
(818) 677-3189

Preparation of Speech-Language Pathologists to Improve the Condition of Persons With Communication Disorders in Multicultural Populations

Minority Institutions Grant
Grant No. H029E60005 (1996-00)

Kay Payne, Project Director
Department of Communication Sciences and Disorders
Howard University
2400 Sixth Street NW
Washington, DC 20059
(202) 806-4054
Fax: 202-806-4046
E-mail: kaypayne@fac.howard.edu

Master's Training in Early Childhood Special Education for Haitian Creole-Speaking Personnel

Minority Institutions Grant
Grant No. H029E50056 (1995-99)

Liz Rothlein, Project Director
University of Miami
Coral Gables, FL 33124
(305) 284-2102
Fax: 305-284-3003
E-mail: lrothlein@umiami.edu

Preparation of African-American Personnel for Early Childhood Special Education

Minority Institutions Grant
Grant No. H029E60081 (1996-00)

Sharon Vaughn, Project Director
Department of Teaching and Learning
University of Miami
PO Box 248065
Coral Gables, FL 33124
(305) 284-2211

Training for Early Childhood Special Education/Teaching English to Speakers of Other Languages Master's Degree

Minority Institutions Grant
Grant No. H029E70052 (1997-01)

Sharon Vaughn, Project Director
School of Education
University of Miami
5202 University Drive
Coral Gables, FL 33124-2040
(305) 284-3014

Recruiting and Training Minority Students Into an Early Childhood Special Education Graduate Program

Minority Institutions Grant
Grant No. H029E70046 (1997-01)

Brian Hurwitz, Project Director
Department of Special Education
Jersey City State College
2039 Kennedy Boulevard
Jersey City, NJ 07305-9809
(201) 200-3023
Fax: 201-200-3141
E-mail: brianh@jcs1.jcstate.edu

Project LIFE

Minority Institutions Grant
Grant No. H029E70031 (1997-01)

Carol E. Westby, Project Director
College of Education
University of New Mexico
Simpson Hall
Albuquerque, NM 87131-0000
(505) 272-3000
Fax: 505-272-5280

VENTANAS: Opening Window of Opportunity for Young Children With Special Needs Through Expanded Training of Minority, Rural, and Other Educators

Minority Institutions Grant
Grant No. H029E30088 (1993-98)

Isaura Barrera, Project Director
Department of Communication Disorders
University of New Mexico
1634 University Boulevard NE
Albuquerque, NM 87131
(505) 277-5018
Fax: 505-277-8679
E-mail: ibarr@unm.edu

Medgar Evers College Special Education Teacher Training Program

Minority Institutions Grant
Grant No. H029E30091 (1993-98)

George Morales, Project Co-Director
Education Department
Medgar Evers College
1650 Bedford Avenue
Brooklyn, NY 11225-2298
(718) 270-5794

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Minority Personnel Preparation Project

Minority Institutions Grant
Grant No. H029E50038 (1995-98)

Katherine Sheng and Joseph Giggett, Project Co-Directors
Department of Education
CUNY
138th Street and Convent Avenue
New York, NY 10031
(212) 650-5183
Fax: 212-650-7530

Preparation of Personnel Qualified to Serve Young Children With Disabilities in Puerto Rico

Minority Institutions Grant
Grant No. H029E40033 (1994-98)

Lourdes Gonzales, Project Director
Inter-American University
GPO Box 363255
San Juan, PR 00936
(787) 758-0899

Lakota Early Childhood Project

Minority Institutions Grant
Grant No. H029E70068 (1997-01)

Cheryl Medearis, Project Director
Sinte Gleska University
2nd and Lincoln Marcus Building
Mission, SD 57555-0008
(605) 856-2886
Fax: 605-856-2326
E-mail: cmedearis@rosebud.sinte.edu

Parent Training and Information Centers (PTIs)

During 1997-98, the H029 competition funded 76 PTIs throughout the United States and governing jurisdictions to provide training and information to the families of infants, toddlers, children, and youth with disabilities, and to people who work with these families to enable them to participate more effectively with professionals in meeting the educational needs of children. The following list includes all sites.

Special Education Action Committee Incorporated
Carol Blades, Project Director
600 Bel Air Boulevard, #210
Mobile, AL 36606-3501
(334) 478-1208 (voice/TDD)
(800) 222-7322 (AL only)
Fax: 334-473-7877
E-mail: seacmob1@juno.com
URL: http://www.hsv.tis.net/~cja/

P.A.R.E.N.T.S. Resource Center
Faye Nieto, Project Director
4743 East Northern Lights Boulevard
Anchorage, AK 99508
907-337-7678 (voice/TDD)
(800) 478-7678 (AK only)
Fax: 907-337-7671
E-mail: parents@alaska.net
URL: http://www.alaska.net/~parents/

American Samoa PAVE
Fa' Anati Penitusi, Project Director
PO Box 3432
Pago Pago, AS 96799
(684) 633-2407
Fax: 684-633-2408

Pilot Parent Partnerships
Mary Slaughter and Judie Walker
Project Co-Directors
4750 North Black Canyon Highway, Suite 101
Phoenix, AZ 85017-3621
(800) 237-3007 (AZ only)
(602) 242-4366 (voice/TDD)
Fax: 602-242-4306

Arkansas Disability Coalition
Wanda Stovall, Project Director
2801 Lee Avenue, Suite B
Little Rock, AR 72205
(501) 614-7020 (voice/TDD)
(800) 223-1330 (AR only)
Fax: 501-614-9082
E-mail: adc@cei.net

FOCUS Incorporated
Elizabeth Stafford, Project Director
305 West Jefferson Avenue
Jonesboro, AR 72401
(870) 935-2750
Fax: 870-931-3755
E-mail: focusinc@ipa.net

DREDF
Diane Lipton, Project Director
2212 Sixth Street
Berkeley, CA 94710
(510) 644-2555 (TDD available)
(800) 466-4232
Fax: 510-841-8645
E-mail: dredf@dredf.org
URL: http://www.dredf.org/

Exceptional Parents Unlimited
Marian Karian, Project Director
4120 North First Street
Fresno, CA 93726
(209) 229-2000
Fax: 209-229-2956
E-mail: epu1@cybergate.com/

Family Network of California
Lois Jones, Project Director
594 Monterey Boulevard
San Francisco, CA 94127-2416
(415) 841-8820
Fax: 415-841-8824

Matrix
Deidre Hayden, Project Director
555 Northgate Drive, Suite A
San Rafael, CA 94903
(415) 499-3877
(800) 578-2592 (CA only)
(415) 499-3854 (TDD)
Fax: 415-507-9457
E-mail: matrix@matrixparents.org
URL: http://www.matrixparents.org/

Parents Helping Parents of San Francisco
Lois Jones, Project Director
594 Monterey Boulevard
San Francisco, CA 94127-2416
(415) 841-8820
Fax: 415-841-8824

Parents Helping Parents of Santa Clara
Mary Ellen Peterson, Project Director
3041 Olcott Street
Santa Clara, CA 95054-3222
(408) 727-5775
TDD: (408) 727-7655
Fax: 408-727-0182
E-mail: info@php.com
URL: http://www.php.com/

Support for Families of Children With Disabilities
Juno Duenas, Project Director
2601 Mission #710
San Francisco, CA 94110-3111
(415) 282-7494
Fax: 415-282-1226
E-mail: sfcdmiss@aol.com

TASK
Joan Tellefsen, Project Director
100 West Cerritos Avenue
Anaheim, CA 92805
(714) 533-8275
Fax: 714-533-2533
E-mail: taskca@aol.com

TASK, San Diego
Richard Miller, Project Director
3750 Convoy Street, Suite 303
San Diego, CA 92111-3741
(619) 874-2386
Fax: 619-874-2375

PEAK Parent Center Incorporated
Barbara Buswell and Judy Maitz,
Project Co-Directors
6055 Lehman Drive, Suite 101
Colorado Springs, CO 80918
(719) 531-9400
(800) 284-0251
TDD: (719) 531-9403
Fax: 719-531-9452
E-mail: PKPARENT@aol.com

CPAC
Nancy Prescott, Project Director
338 Main Street
Niantic, CT 06357
(860) 739-3089 (voice/TDD)
(800) 445-2722 (CT only)
Fax: 860-739-7460 (Call first to dedicate line)
E-mail: cpacinc@aol.com
URL: http://members.aol.com/cpacinc/cpac.htm

Parent Information Center (PIC)
Marie-Anne Aghazadian, Project Director
700 Barksdale Road, Suite 3
Newark, DE 19711
(302) 366-0152
TDD: (302) 366-0178
Fax: 302-366-0276
E-mail: PEP700@aol.com

COPE
Nichelle Ames, Project Director
300 I Street NE, Suite 112
Washington, DC 20002
(202) 543-6482
(800) 515-COPE (National)
Fax: 202-543-6482

Family Network on Disabilities
Jan LaBelle, Project Director
2735 Whitney Road
Clearwater, FL 33760-1610
(813) 523-1130
(800) 825-5736 (FL only)
Fax: 813-523-8687
E-mail: fnd@gate.net
URL: http://www.gate.net/~fnd/

Parents Educating Parents and Professionals for All Children (PEPPAC)
Linda Shepard, Project Director
8318 Durelee Lane Street, #101
Douglasville, GA 30134
(770) 577-7771
Fax: 770-577-7774
E-mail: peppac@bellsouth.net

AWARE
Jennifer Schember-Lang, Project Director
200 North Vineyard Boulevard, Suite 310
Honolulu, HI 96817
(808) 536-9684
(808) 536-2280 (voice/TTY)
Fax: 808-537-6780
E-mail: ldah@gte.net

Idaho Parents Unlimited Incorporated
Ruth Griggs, Project Director
4696 Overland Road, Suite 478
Boise, ID 83705
(208) 342-5884 (voice/TDD)
(800) 242-4785
Fax: 208-342-1408
E-mail: ipul@rmci.net
URL: http://home.rmci.net/IPUL/

Designs for Change
Donald Moore and Jim McGovern, Project Co-Directors
6 North Michigan Avenue, Suite 1600
Chicago, IL 60602
(312) 857-9292
(800) 851-8728
TDD: (312) 857-1013
Fax: 312-857-9299
E-mail: dfc1@aol.com

Family Resource Center on Disabilities
Charlotte Des Jardins, Project Director
20 East Jackson Boulevard, Room 900
Chicago, IL 60604
(312) 939-3513
(800) 952-4199 (IL only)
(312) 939-3519 (TTY/TDY)
Fax: 312-939-7297

Family T.I.E.S. Network
Deb Kunz, Project Director
830 South Spring
Springfield, IL 62704
(217) 544-5809
(800) 865-7842
Fax: 217-544-6018
E-mail: ftiesn@aol.com

National Center for Latinos With Disabilities
Maria Elena Rodriguez-Sullivan, Project Director
1921 South Blue Island Avenue
Chicago, IL 60608
(312) 666-3393
(800) 532-3393 (IL only)
TTY: (312) 666-1788
Fax: 312-666-1787
E-mail: ncld@interaccess.com

IN*SOURCE
Richard Burden, Project Director
809 North Michigan Street
South Bend, IN 46601-1036
(219) 234-7101
(800) 332-4433 (IN only)
Fax: 219-234-7279
E-mail: insour@speced.doe.state.in.us
URL: http://home1.gte.net/insource/

SEEK Parent Center
Kate Payne, Project Director
406 South West School Street, Suite 207
Ankeny, IA 50021
(515) 965-0155
(888) 431-4332 (IA only)
Fax: 515-276-8470 (call first)

Families Together Incorporated
Connie Zienkewicz, Project Director
3340 West Douglas Street102
Wichita, KS 67203
(316) 945-7747
(888) 815-6364 (KS only)
Fax: 316-945-7795
E-mail: fmin@feist.com
URL: http://www.kansas.net/~family/

Family Training and Information Center
Paulette Logsdon, Project Director
2210 Goldsmith Lane, Suite 118
Louisville, KY 40218
(502) 456-0923
(800) 525-7746 (KY only)
Fax: 502-456-0893
E-mail: FamilyTrng@aol.com

Project PROMPT
Leah Knight, Project Director
4323 Division Street, Suite 110
Metairie, LA 70002-3179
(504) 888-9111
(800) 766-7736 (LA only)
Fax: 504-888-0246
E-mail: lafhforg@iamerica.net

Special Needs Parents Info Network
Janice LaChance, Project Director
PO Box 2067
Augusta, ME 04338-2067
(207) 582-2504
(800) 870-SPIN (ME only)
Fax: 207-582-3638
E-mail: info@mpf.org
URL: http://www.mpf.org/

Parents Place of Maryland Incorporated
Josie Thomas, Project Director
7257 Parkway Drive, Suite 210
Hanover, MD 21076-1306
(410) 712-0900 (voice/TDD)
Fax: 410-712-0902
E-mail: parplace@aol.com
URL: http://www.somerset.net/ParentsPlace/

Federation for Children with Special Needs
Richard Robison, Project Director
95 Berkeley Street, Suite 104
Boston, MA 02116
(617) 482-2915 (voice/TTY)
(800) 331-0688 (MA only)
Fax: 617-695-2939
E-mail: fcsninfo@fcsn.org
URL: http://www.fcsn.org/

CAUSE
Sue Pratt and Patrick Strong, Project Co-Directors
3303 West Saginaw, Suite F-1
Lansing, MI 48917-2303
(517) 886-9167 (voice/TDD/TDY)
(800) 221-9105 (MI only)
Fax: 517-886-9775
E-mail: info-cause@voyager.net
URL: http://www.taalliance.org/ptis/mi/

Parents are Experts
Jessie Mullins, Project Director
23077 Greenfield Road, Suite 205
Southfield, MI 48075-3744
(248) 557-5070 (voice/TDD)
Fax: 248-557-4456
E-mail: ucpdetroit@aol.com

PACER Center Incorporated
Paula Goldberg, Marge Goldberg, and
Virginia Richardson,
Project Co-Directors
4826 Chicago Avenue S
Minneapolis, MN 55417-1098
(612) 827-2966 (Voice)
(800) 537-2237 (MN only)
TTY: (612) 827-7770
Fax: 612-827-3065
E-mail: pacer@pacer.org
URL: http://www.pacer.org

Parent Partners
Aretha Lee, Project Director
3111 North State Street
Jackson, MS 39216
(601) 366-5707
(800) 366-5707 (MS only)
Fax: 601-362-7361
E-mail: ptiofms@misnet.com
URL: http://www.taalliance.org/ptis/ms/

Project Empower
Agnes Johnson, Project Director
1427 South Main, Suite 8
Greenville, MS 38701
(601) 332-4852
(800) 337-4852 (MS only)
Fax: 601-332-1622

Missouri Parents Act (MPACT — Jefferson City)
Kent Kolaga, Executive Director
208 East High Street, Room I
Jefferson City, MO 65101
(573) 635-1189
Fax: 573-635-7802
E-mail: Kola0161@mpacts.cop.crn.org

Missouri Parents Act (MPACT — Kansas City)
Carolyn Stewart, Project Director
1 West Armour, Suite 301
Kansas City, MO 64111
(816) 531-7070
Fax: 816-531-4777
E-mail: mpactcs@coop.crn.org

Parents Let's Unite for Kids
Katharin Kelker, Project Director
1500 North 30th Street, Room 183
Special Education Building
Billings, MT 59101-0298
(406) 657-2055
(800) 222-7585 (MT only)
Fax: 406-657-2061
E-mail: PLUKMT@aol.com

Nebraska Parents Center
Glenda Davis, Project Director
1941 South 42nd Street, #122
Omaha, NE 68105-2942
(402) 346-0525 (voice/TDD)
(800) 284-8520 (NE only)
Fax: 402-346-5253
E-mail: npc@uswest.ne.net
URL: http://techlab.esu3.k12.ne.us/npc/ParentsCenter.html

Nevada Parents Encouraging Parents (PEP)
Karen Taycher, Project Director
601 South Rancho Drive, Suite C25
Las Vegas, NV 89106
(702) 388-8899
(800) 216-5188 (NV only)
Fax: 702-388-2966
E-mail: nvpep@vegas.infi.net

Parent Information Center
Judith Raskin, Project Director
PO Box 2405
Concord, NH 03302-2405
(603) 224-7005 (voice/TDD)
(800) 232-0986 (NH only)
Fax: 603-224-4365
E-mail: picnh@aol.com
URL: http://www.taalliance.org/ptis/nhpic/text.htm

Statewide Parent Advocacy Network (SPAN)
Diana MTK Autin, Project Director
35 Halsey Street, 4th Floor
Newark, NJ 07102
(973) 642-8100
(800) 654-SPAN (NJ only)
Fax: 973-642-8080
E-mail: autind@aol.com

EPICS Project
Martha J. Gorospe, Project Director
PO Box 788
Bernalillo, NM 87004
(505) 867-3396
(800) 765-7320 (voice/TDD)
Fax: 505-867-3398
E-mail: epics@highfiver.com

Parents Reaching Out, Project ADOBE
Sally VanCuren, Project Director
1000-A Main Street NW
Los Lunas, NM 87031
(505) 865-3700 (voice/TDD)
(800) 524-5176 (NM only)
Fax: 505-865-3737

Advocates for Children of New York
Ana Espada and Galen Kirkland,
Project Co-Directors
105 Court Street, Street 402
Brooklyn, NY 11201
(718) 624-8450
Fax: 718-624-1260
E-mail: advocat1@idt.com

Parent Network Center
Joan Watkins, Project Director
250 Delaware Avenue, Suite 3
Buffalo, NY 14202
(716) 853-1570
(800) 724-7408 (NY only)
TDD: (716) 853-1573
Fax: 716-853-1574

Resources for Children With Special Needs
Karen Schlesinger, Project Director
200 Park Avenue S, Suite 816
New York, NY 10003
(212) 677-4650
Fax: 212-254-4070
E-mail: resourcesnyc@prodigy.net
URL: http://www.epsty.com/resourcesnyc/

Sinergia/Metropolitan Parent Center
Richard Lash, Project Director
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Native American Family Network System
Arrowhead Shopping Center
1600 2nd Avenue SW
Minot, ND 58701
(701) 852-9426
(800) 245-5840 (ND only)
TTY: (701) 852-9436
Fax: 701-838-9324
E-mail: ndpath01@minot.ndak.net
URL: http://www.ndcd.org/pathfinder/

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Fax: 701-838-9324
E-mail: ndpath01@minot.ndak.net
URL: http://www.ndcd.org/pathfinder/

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URL: http://www.taalliance.org/PTIs/regohio/text.htm

Parents Reaching Out in OK
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1917 South Harvard Avenue
Oklahoma City, OK 73128
(405) 681-9710
(800) PL94-142 (OK only)
Fax: 405-685-4006
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URL: http://www.ucp.org/probase.htm

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Parent Education Network
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(800) 441-5028 (Spanish in PA only)
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E-mail: pen@parentednet.org
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Parents Union for Public Schools
Janet Lonsdale, Project Director
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URL: http://www.tnstep.org

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The following center is funded through the H029 grant competition to provide technical assistance to all the PTIs.

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Fax: 612-827-3065
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Project RECEIPT—Preservice and Inservice Training for Early Intervention and Preschool Personnel

Preservice Personnel Training Grant
Grant No. H029G60121 (1996-99)

Terry Cronis, Project Director
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Alaska's Early Intervention Home-Based Personnel Preparation Program—Competencies of Paraprofessionals

Preservice Personnel Training Grant
Grant No. H029G60181 (1996-99)

Karen Ward, Project Director
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Interprofessional Training Opportunities for Participants on Early Intervention Teams

Preservice Personnel Training Grant
Grant No. H029G60110 (1996-99)

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Tempe, AZ 85287
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COMETS: Collaboration for Maximizing Early Teacher Supports

Preservice Personnel Training Grant
Grant No. H029G70176 (1998-00)

Sue Sears, Project Director
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Northridge, CA 91330-8232
(818) 677-2522

Great Beginnings

Preservice Personnel Training Grant
Grant No. H029G60182 (1996-99)

Judith Whichard, Project Director
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Aims Community College
5401 West 20th Street
Greeley, CO 80632
(970) 223-6745

Preparation of Teachers as Orientation and Mobility Specialists to Serve Children With Visual Disabilities—A Western Regional Distance Education-Extension Model

Preservice Personnel Training Grant
Grant No. H029G60017 (1996-99)

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318 McKee Hall
Greeley, CO 80639
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Fax: 303-351-1061

Interdisciplinary Certificate/Credentialing Process for Early Interventionists Across Disciplines

Preservice Personnel Training Grant
Grant No. H029G60103 (1996-99)

Mary Beth Bruder, Project Director
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Consultation and Administrative Specialists in Early Intervention, With an Emphasis on Rural Practitioners

Preservice Personnel Training Grant
Grant No. H029G60203 (1996-99)

Michaelene Ostrosky, Project Director
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Preparation of Speech-Language Pathologists as Members of Transdisciplinary Early Intervention Teams

Preservice Personnel Training Grant
Grant No. H029G60264 (1996-99)

James Andrews, Project Director
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Dekalb, IL 60115
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ACCK Preservice Early Intervention Program

Preservice Personnel Training Grant
Grant No. H029G70215 (1998-00)

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McPherson, KS 67460
(316) 241-7754
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Project Options: An Interdisciplinary Outcome-Based Training Program for Preparing Early Childhood Personnel

Preservice Personnel Training Grant
Grant No. H029G70210 (1998-00)

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Project Team: Interdisciplinary Family-Centered Preparation of Related Services Personnel for Early Intervention Collaboration

Preservice Personnel Training Grant
Grant No. H029G70159 (1998-00)

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Distance Education in Assistive Technologies for Speech-Language Pathologists, Occupational Therapists, Physical Therapists, and Early Intervention and Preschool Personnel

Preservice Personnel Training Grant
Grant No. H029G60207 (1996-99)

Gary Adamson, Project Director
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Conceptualizers, Instructors, Listeners: Preparing Infant-Toddler Early Interventionists in North Carolina

Preservice Personnel Training Grant
Grant No. H029G60072 (1996-99)

Suzanne Lamorey, Project Director
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TOPS (Training Oklahoma Providers of Service) Special Education, Related Services, Early Intervention, and Preschool

Preservice Personnel Training Grant
Grant No. H029G60186 (1996-99)

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Master's Degree Preparation in Adapted Physical Education, With a Distance Learning Component

Preservice Personnel Training Grant
Grant No. H029G60120 (1996-99)

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Interdisciplinary Early Intervention Preparation of Speech-Language Pathologists

Preservice Personnel Training Grant
Grant No. H029G60169 (1996-99)

Gale Coston, Project Director
Graduate Program in Speech-Language Pathology
University of South Carolina
Columbia, SC 29208
(803) 777-7093

Preparing Special Educators With Expertise in Early Literacy Instruction: Translating Research Into Practice

Preservice Personnel Training Grant
Grant No. H029G60250 (1996-99)

Janie Hodge, Project Director
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Clemson University
Box 345702, 300 Brackett Hall
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(864) 656-1613

Preparation of Audiologists to Serve Infants, Toddlers, and Preschool-Age Children

Preservice Personnel Training Grant
Grant No. H029G60048 (1996-99)

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Project Prepare: Preparing Early Childhood Special Educators for Inclusive Settings

Preservice Personnel Training Grant
Grant No. H029G70041 (1998-00)

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Project ROLES—Re-Organizing the Learning of Early Childhood Special Educators

Preservice Personnel Training Grant
Grant No. H029G60223 (1996-99)

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Personnel Training in Pediatric Rural Rehabilitation

Preservice Personnel Training Grant
Grant No. H029G60151 (1996-99)

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Preparation of Special Education Teachers, Rehabilitation Counselors, Early Intervention and Preschool Personnel

Preservice Personnel Training Grant
Grant No. H029G60109 (1996-99)

Millicent Kushner, Project Director
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A Collaborative Program to Prepare Early Intervention and Early Childhood Special Education Personnel

Preservice Personnel Training Grant
Grant No. H029G70225 (1998-00)

Sarah Rule, Project Director
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Preparation of Personnel to Serve Students With Hearing Impairments—Teachers of the Deaf, Speech-Language Pathologists, Audiologists, Early Intervention and Preschool Personnel

Preservice Personnel Training Grant
Grant No. H029G60243 (1996-99)

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Preparation of Consulting Teacher/Reading Coordinators to Serve Students With Mild to Moderate Disability in Vermont Elementary and Middle Schools

Preservice Personnel Training Grant
Grant No. H029G60034 (1996-99)

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Interdisciplinary Training for Early Intervention and Preschool Personnel

Preservice Personnel Training Grant
Grant No. H029G70170 (1997-00)

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New Connections: Linking and Enhancing Graduate Training in Low-Incidence Disabilities for Related Services, Early Intervention, and Preschool Personnel

Preservice Personnel Training Grant
Grant No. H029G70137 (1998-00)

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Preparing Early Intervention Personnel: An Interdisciplinary Services Model

Preservice Personnel Training Grant
Grant No. H029G60239 (1996-99)

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Southwestern Orientation and Mobility Preparation Program

Related Services Personnel Grant
Grant No. H029F40023 (1994-99)

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Transdisciplinary, Interagency, and Family-Centered Model for Promoting Early Childhood Specialization in Psychology

Related Services Personnel Grant
Grant No. H029F50031 (1995-98)

Susan Epps, Project Director
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School Psychologists in Early Childhood Services (SPECS) Training Project

Related Services Personnel Grant
Grant No. H029F40081 (1994-99)

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University of Kansas School Psychology/ Early Childhood Special Education Personnel Preparation Project

Related Services Personnel Grant
Grant No. H029F40046 (1994-99)

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Training School Psychologists to Work in Rural Areas to Facilitate Parent Involvement

Related Services Personnel Grant
Grant No. H029F40064 (1994-96)

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Childhood Hearing Impairment Program: An M.A. Training Program for Audiological Specialists in Hearing-Impaired Infants, Toddlers, and Preschoolers

Special Educators Grant
Grant No. H029B40215 (1994-98)

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Early Childhood Special Education Master's Degree/Endorsement

Special Educators Grant
Grant No. H029B30214 (1993-97)

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The University of Georgia Development and Behavior Disabilities Personnel Preparation Project

Special Educators Grant
Grant No. H029B40130 (1994-99)

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Preparing Early Childhood Educators as Specialists in Emotional and Behavioral Disorders

Special Educators Grant
Grant No. H029B50106 (1995-98)

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Training Rural Educators in Kentucky Through Distance Learning

Special Educators Grant
Grant No. H029B50111 (1995-98)

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Master's Program in Early Childhood Special Education

Special Educators Grant
Grant No. H029B40059 (1994-99)

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Professional Preparation in Adapted Physical Education: Early Childhood Emphasis

Special Educators Grant
Grant No. H029B40037 (1994-98)

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Family-Centered Personnel Preparation: From Rhetoric to Reality

Special Educators Grant
Grant No. H029B50177 (1995-98)

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Project RIME: Providing Early Elementary and Special Education Teachers With Preparation in Reading Instruction Methods of Efficacy

Special Projects Grant
Grant No. H029K60081 (1996-99)

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CRAFT: Culturally Responsive and Family-Focused Training

Special Projects Grant
Grant No. H029K30161 (1993-98)

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The Full Option Curriculum for the Utilization of Social Skills (FOCUS)

Special Projects Grant
Grant No. H029K50161 (1995-98)

Chris Hagey, Project Director
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San Jose, CA 95172
(408) 924-3695

Para-Educator Training System About Communication With Children With Sensory Impairments, Aged 3-8

Special Projects Grant
Grant No. H029K60017 (1996-99)

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Development, Field Test, and Evaluation of a CD-R Prototype for Nonaversive Behavior Intervention for Young Children

Special Projects Grant
Grant No. H029K50094 (1995-98)

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Valdosta, GA 31698
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Relationships as the Foundation of Early Intervention Efficacy—A Curriculum to Assist Trainers of Early Intervention Personnel Project

Special Projects Grant
Grant No. H029K60102 (1996-99)

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Right From the Start: Partners in Education

Special Projects Grant
Grant No. H029K60023 (1996-99)

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Project MEET—Innovative Models and Effective Educational Tools to Prepare Personnel to Serve Children With Severe Communication and Multiple Disabilities

Special Projects Grant
Grant No. H029K60091 (1996-99)

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Culture, Families, and Augmentative and Alternative Communication Impact: A Multimedia Instructional Program for Related Services Personnel and Family Members

Special Projects Grant
Grant No. H029K50072 (1995-98)

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Project COMP-CARE: Preparing Personnel to Create Competent and Caring Early Childhood Environments Responsive to Diversity in Children and Families

Special Projects Grant
Grant No. H029K50182 (1995-98)

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Supporting Change and Reform in Interprofessional Preservice Training—An Innovative Inservice Model for Faciliating Preservice Improvements

Special Projects Grant
Grant No. H029K60111 (1996-99)

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Family Consultant Training Project—Best Practices in Early Intervention

Special Projects Grant
Grant No. H029K60060 (1997-99)

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Development and Evaluation of a Program to Teach Naturalistic Early Intervention Strategies to Personnel in Inclusive Environments

Special Projects Grant
Grant No. H029K50148 (1995-98)

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Early Childhood Curriculum and Teaching Materials

Special Projects Grant
Grant No. H029K60032 (1996-99)

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An Early Intervention Training Curriculum for Parent-Child Relationships—Videotext Materials

Special Projects Grant
Grant No. H029K60069 (1996-99)

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State Education Agency Grant
Grant No. H029H40029 (1994-99)

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